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AUTHOR Nelson, C. H.; Minore, J. B.
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ABSTRACT

In late 1986, the Ontario government began a 4-year undertaking to establish a distance education network for northeastern and northwestern residents. The network, Contact North/Contact Nord, uses a full complement of interactive telecommunications systems to make secondary and postsecondary education more accessible regardless of community size or distance from a larger center. At present, 30 access sites exist for the network, with 26 located in communities of fewer than 15,000 people. Every site has an electronic classroom equipped with state-of-the art educational technology linked to network centers in Sudbury and Thunder Bay. As part of the implementation process, a two-part study was conducted. The first phase was designed to collect baseline community data prior to the full-scale implementation of Contact North/Contact Nord. Information was gathered through local interviewers in each community who sampled 5 percent of the registered voters. The results are presented in this report in profiles of the following: (1) the people served--demographic characteristics; (2) patterns of using formal educational resources prior to the start of Contact North/Contact Nord; (3) attitudes of nonusers toward adult education; (4) community perceptions of accessibility to education resources; and (5) implementation of Contact North/Contact Nord. Extensive tables, statistics, and copies of the survey forms are provided. (KC)

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SCANNING THE DAWN

of

HIGH-TECH EDUCATION IN THE NORTH

by

C.H. Nelson and J. B. Minore

Prepared for

The Northwest Contractors for Contact North/Contact Nord

and

The Ministry of Colleges and Universities

Lakehead University

October, 1988

CE 054 405

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The list continues with thirty-four anonymous *"guinea pigs"*, (all students taking Confederation College or Lakehead University courses off-campus in 1987), on whom the questionnaire was pre-tested.

While the project was still being formulated Bill Wyman of the Ministry of Colleges and Universities took time on an informal occasion to discuss various concerns with the authors, and to encourage them in their efforts.

Voters registration lists were made available for sampling purposes by Mr. F. J. Clinker and Mr. B. I. Nelson, the Chief Returning Officers for Rainy River and Lake Nipigon electoral districts respectively, and Mrs. Linda Pelletier, Constituency Assistant to Mr. John Parry, Member of Parliament for the Kenora-Rainy River District.

In two of the communities surveyed — Big Trout Lake and Muskrat Dam — the Band Chiefs picked individuals to administer the questionnaire: on the former reserve, Jeanne Burke, and on the latter, David Kamenawatamin. In the other seven communities as well, the survey was carried out by local residents. As a result each interviewer had the advantage of being known in and knowing the place where they worked: Jeanne and Trevor Bailey (Atikokan); Carol Vien (Marathon); Elizabeth Harvey-Foulds (Fort Frances); Audrey Busch (Red Lake); Paul Matousek (Sioux Lookout); Dean Fournell (Nakina), and Diane Laybourne (Armstrong).

The foregoing roughly reflects the chronology of the project and various people's involvement with it. However, one person's name cannot be introduced at any single point. That is because computer analyst, Dennis McPherson, has worked in his usual capable and conscientious way since the research began; first helping design a workable questionnaire, then serving as a resource person at interview training sessions, later compiling and processing the data and, finally, formatting the report in your hands.

The authors wish to acknowledge and sincerely thank all of these people for their help. Any opinions expressed are the authors' alone, however, and responsibility for any errors in fact or interpretation rests solely with them.

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CHAPTER 1

CONTACT NORTH/CONTACT NORD:
A DISTANCE EDUCATION INITIATIVE FOR NORTHWESTERN ONTARIO

1.1 Introduction

Scattered across Ontario's vast, but largely unpopulated northwest are a number of resource based towns, settlements and Indian Reserves. Much that can be said about all of these places is summarized in a single demographic index: the population density is less than 0.5 people per square kilometer. If the City of Thunder Bay is excluded, the figure is even lower. Put into words, this statistic means that every aspect of life in the region is affected by two facts - community size and the distance between communities.

This is particularly evident in the impact that population and distance have on educational opportunities for adults. In the past — and still, to a large extent — the choices at both the secondary and post-secondary levels are determined by the size of a place, and its proximity to other towns or to the City of Thunder Bay.

For a number of years, larger centres have provided fairly extensive opportunities. For instance, in Fort Frances (1986 population 8,870) the local high school has offered courses for adults; and secondary upgrading courses have been available through a permanent Confederation College Learning Centre. The college has also provided post-secondary courses from this Centre, and from the main campus in Thunder Bay using audio/video supports. At the university level, courses have been available through Lakehead University's off-campus Continuing Education program that flies instructors in on a bi-weekly basis if there is a minimum enrollment of at least eight students. Other college and university programs are available to local residents through correspondence courses and by traveling across the border to participate in Minnesota programs. Smaller places that are close to one another command comparable, shared services. A case in point are three communities on the north shore of Lake Superior - Schreiber, Terrace Bay and Marathon which are within 100 kilometers of one another and have a combined population of approximately 10,000.

By contrast, small and/or remote places have had few options. For example, there is no local high school in Nakina (1986 census population 900). Day students spend an hour-and-a-half on the bus going to school in Geraldton (1986 census population 2,956), and another hour-and-a-half going home. Under such conditions, if Nakina residents do not receive their diploma as adolescents, few have the opportunity to do so as adult continuing education students. In communities that are further north and only accessible by winter roads or by air, young people are sent south as boarding students; but adults have fewer chances unless they, too, leave their home communities. In most small or remote places, there have been very few post-secondary education opportunities available within the community.

Technological innovations make possible a new approach to this problem. In October 1986, the Ontario government announced a twenty million dollar, four year undertaking to establish a distance education network for northeastern and northwestern residents. The new network, Contact North/Contact Nord, is to use a full complement of interactive telecommunications systems to make secondary and post-secondary education more accessible regardless of community size or distance from a larger centre. The province is trying — for the first time — to provide a human service via technology alone.

Since Contact North/Contact Nord's inauguration, extensive efforts have been made to provide the technological infrastructure needed for distance delivery and in the development of courses with wrap-around northern components. At present 30 access sites exist for the network

across northeastern and northwestern Ontario, of which 26 are located in communities of less than 15,000 people. Every site has an electronic classroom equipped with state-of-the-art educational technology linked to network centres in Sudbury and Thunder Bay. The Northwestern Access Sites are shown in Figure 1.1.

Figure 1.1

Any university, college, secondary school or non-profit group in Ontario can utilize the network for educational activities. [1] However four are designated as lead institutions: Laurentian University and Cambrian College in the northeast and Lakehead University and Confederation College in the northwest. In September, 1987 each one of the four began offering courses over the Contact North/Contact Nord network. [2] At the secondary level the Ministry of Education's Independent Learning Centre (ILC) provides courses not available through local high schools. For example, in Geraldton the 1987-88 Grade 13 class only had 10 students. Those who wanted to take economics or geography could only do so through ILC. The situation was similar for their older brothers and sisters a few years ago; but slow *"correspondence"* courses available then are quickly becoming a thing of the past with technologies, like facsimile *"Fax"* machines, that make considerations of time and space largely irrelevant.

1.2 Background to the Study

In announcing the project now known as Contact North/Contact Nord, then Minister of Colleges and Universities, Greg Sorbara, said *". . . this initiative will change the face of education right through the north."*[3] Not only was the potential for significant change recognized, but also the need to document progress. The present needs/impact assessment for communities served by the northwest co-ordinating centre of Contact North/Contact Nord is intended as part of the documentation process. The Ministry of Colleges and Universities funded this research through the Northern Distance Education Fund, under contract with the Northwest Regional Coordinating Centre.

In February, 1988 the authors commenced the first of a two part study. This phase of the research is designed to collect baseline community data prior to the full-scale implementation of Contact North/Contact Nord. Although Contact North/Contact Nord has been widely publicized, initial course offerings have been limited. As a result, while awareness of the new initiative may have been fairly widespread at the time the data was collected, actual experience with the system is minimal and restricted to certain targeted communities.

1.3 Purpose

The purpose of this research project is to survey Northwestern Ontario residents in order to gather data in the following areas.

- Usage of formal continuing education resources at the secondary, college, and university levels prior to the implementation of Contact North/Contact Nord.
- Community perceptions of and satisfaction with the existing continuing educational resources prior to the implementation of Contact North/Contact Nord.
- Community perceptions of the most appropriate delivery systems for the implementation of distance education courses and programs prior to hands-on experiences with Contact North/Contact Nord.

The research findings are descriptive in nature and thus the data provides the reference point for future impact studies of distance education in Northwestern Ontario.

The data has several immediate applications for distance education planners and policy initiators.

- Provides up-to-date and comparative demographics for Northwestern Ontario.
- Documents current patterns of utilizing formal education resources.
- Identifies how communities perceive the issue of accessibility.
- Establishes availability among community residents of basic technologies like VCRs and microcomputers used in the delivery of distance education programs.

1.4 Survey Method

(a) Communities Surveyed

Every small community in Northwestern Ontario is obviously unique in some ways, yet typical in others. In terms of adult education, each of the ten communities selected as sites for the Contact North/Contact Nord survey have had somewhat different histories. Nonetheless, in size, ethnic composition and the mix of educational options available; they reflect the experiences of other places across the region. Five of the places chosen were already designated as Contact North/Contact Nord access sites. All were purposively selected to represent different combinations of the variables - location, size, economic base and cultural composition.

In the final analysis data is included from only nine of the ten places originally picked because questionnaires were not received back from one community in time to be processed despite repeated extensions of the deadline. After weeks of delay, the researchers decided to proceed with the analysis based on the available data. Given the reasonably large number of returns and diverse character of the communities from which they came, the non-response from one community is not viewed as a source of bias in the results. For what interest it may be, the community in question was a relatively remote mining town and one of the non-access sites. The non-participation was due to an unfortunate combination of personal and economic circumstances.

(b) Sampling Method

The Chief Returning Officers of the Rainy River and Lake Nipigon electoral districts, and the constituency office of the Member of Parliament for the federal riding, Kenora-Rainy River, kindly gave the researchers temporary use of the voter registration lists prepared for the September, 1987 provincial election. These adults constituted the sampling frame, or in other words, the people eligible to be interviewed. From this, a sample of five percent in access sites communities and a sample of seven percent in non-access communities were chosen randomly to be interviewed. The demographic characteristics of the sample are discussed in Chapter 2.

1.5 The Questionnaire

The questionnaire used in the survey was developed by the researchers, in consultation with the Northwest Contractors for Contact North/Contact Nord. Information gained through a search of distance education literature provided direction in formulating specific questions. (Mugridge and Kaufman, 1986; Thornton and Schell, 1986; Haaland, 1986; Davie, 1986; and Gooler, 1979). A pre-test was conducted using volunteers enrolled either in a college or university course offered in three small towns which vary with respect to the available continuing education options. The pretest was then revised and reviewed in draft form by representatives of Lakehead University, Confederation College and the Northwestern Regional Advisory Board.

The final version is included in Appendix I of this report. The questionnaire was designed to collect baseline data: (1) on current use made by adults of educational resources at the secondary, community college and university levels; (2) on perceptions of and satisfaction with the existing continuing education resources available; and (3) on perceptions of the most appropriate delivery systems for distance education courses.

1.6 Data Collection and Analysis

Interviewers were hired in each community to administer the survey in person. In the case of two, which are Indian reserves, permission to carry out the research was first sought and received from the local chiefs. On the two reserves and also in one predominately French speaking community, bilingual interviewers translated the questionnaire (written in English) into Oji-Cree, Ojibway or French, as required.

Prior to commencing this research, interviewers from the non-access sites met at Lakehead University for a one day training session for instruction in conducting person-to-person interviews with a structured questionnaire. Channels for ongoing communication with the researchers were established so that when problems arose they could be handled quickly and in similar ways so as to minimize interviewer bias. The access site interviewers received assistance with the technical aspects of how to conduct these interviews vis-a-vis a two hour audio conferencing training session. A computer conference support network was established through the use of the Contact North/Contact Nord system. This computer-based support network proved to be an essential link for interviewers to assist each other in successfully dealing with the challenges of conducting personal interviews. In addition, the access site coordinators had one face-to-face meeting with the researchers at Lakehead University to discuss the interviewing process. The survey was conducted simultaneously in the nine communities commencing the week of March 1 and continuing through the week of May 13, 1988.

The data was prepared and processed using the Statistical Program for the Social Sciences (SPSS/PC+) on a microcomputer. Crosstabs were completed for all the data in the primary questionnaire (See Appendix I) by size of community, gender, age, and highest level of formal education. None of these independent variables demonstrate a consistent pattern of determining outcome of responses. Answers to isolated questions that are interpreted by the authors as having meaningful significance on one or more of these selected independent variables are presented throughout this report.

CHAPTER 2

THE PEOPLE SERVED:DEMOGRAPHIC CHARACTERISTICS

2.1 Introduction

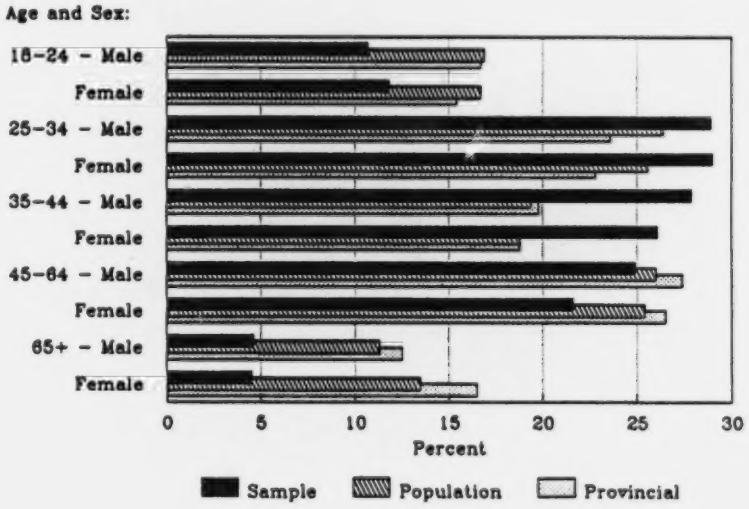
This report is based on analysis of interviews conducted with a total of 462 adults in nine survey communities. Since those interviewed were chosen randomly from all adults currently living in the communities, it is possible to generalize the findings to the population as a whole. Thus (unless stated otherwise), the statistics in the report refer to all adults who live in any community in Northwestern Ontario, other than the City of Thunder Bay. The latter are exempted, of course, because no one from the city, the region's only urban centre, is included in the sample.

2.2 Age and Sex

The sample reflects the age of the population from which it is drawn. The non-urban adult population of Northwestern Ontario is, on the whole, quite young. This is apparent in Figure 2.1[4], which shows the composition of the survey sample and that of the 1986 adult population of Northwestern Ontario and the entire province, by age and sex. Sixty-two percent of adults in the region's non-urban centres have yet to reach their forty-fifth birthday; while another 26 percent are between 45 and 64 years old. Overall, the sample is relatively young too; seven out of every ten are younger than forty-five years of age. However, a significant number of middle-aged adults are in the sample; 25 percent of those surveyed are between 45 and 64 years of age. Province-wide, 59 percent of the adult population is between 18 and 44, while 27 percent are in their middle years.

Figure 2.1

Age/Sex Distribution of Adult Population, Provincial Total*, Northwestern Ontario* and Contact North/Contact Nord Survey.



*Source: Compiled and Computed from data in 1986 Census of Canada, Profiles - Ontario:Part I.

Although the age composition of the sample mirrors that of the population, the proportion of men to women does not. The sample includes more women than men: 245 women/197 men (gender is not given by 20 respondents). In actual fact, men are more numerous than women in the rural areas of the region; there are almost 107 men for every 100 women living outside the City of Thunder Bay. This sex ratio points up the resource extractive nature of the economy. Indeed, such imbalances are characteristic demography for areas where industries like forestry and mining are dominant. However, the proportion of men and women in each age category are roughly equivalent both in the population as a whole and among those surveyed.

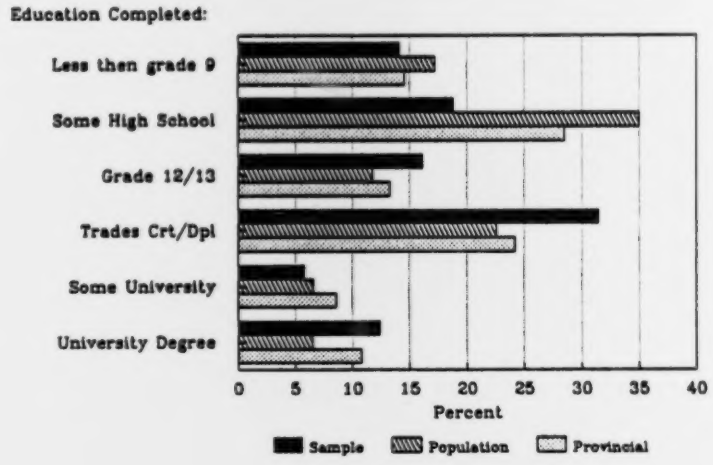
The variable age was crossed with all the data in the primary questionnaire (See Appendix I). No statistically significant relationships are found by age.

2.3 Levels of Educational Attainment

One demographic characteristic of particular interest is the level of education attained by adults in the region. In comparing the sample with the population from which it is drawn, it appears that those who participated in the survey are somewhat better educated than the population at large. (See Figure 2.2). Although statistics on education gathered for the 1986 Census of Canada had yet to be published at the time of writing, the authors were able to order a tabulation of the data for the region and the province from Statistics Canada.

Figure 2.2

Educational Attainment for Provincial Total*, Northwestern Ontario* and Contact North/Contact Nord Survey



*Source:Compiled and Computed from 1986 Census of Canada data, provided on request by Statistics Canada.

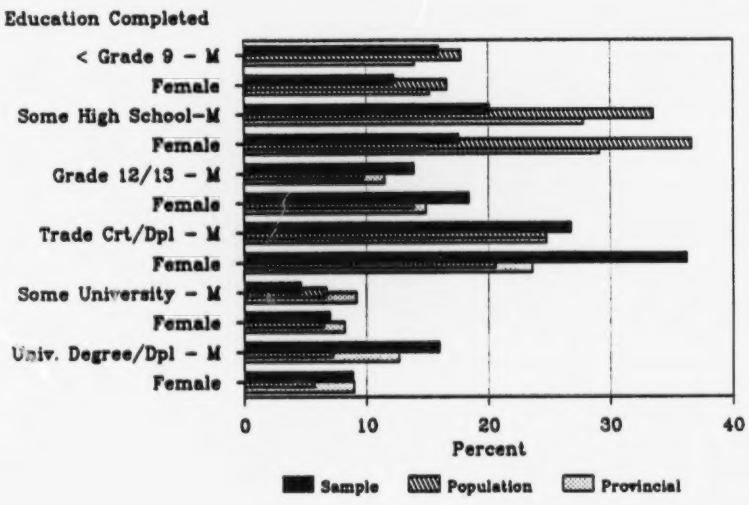
On one hand, although those who have relatively low levels of formal education are slightly more numerous in the northwestern part of the province, the sample includes significantly fewer people who have completed less than grade nine or some high school. On the other hand,

proportionately more high school graduates, people with at least some community college or other courses or university graduates were interviewed, relative to their numbers in the population. The exception to this tendency is the slight under representation of those who have started, but as yet, not finished university.

It should be pointed out that the tabulations provided by Statistics Canada for 1986 did away with a distinction that was made in their 1981 publications. The earlier census treated as separate those who had obtained a trades certificate at the high school level and those who had non-university certificates or diplomas such as those obtained through a community college. It would have benefited the present study, naturally, if the distinction had been retained. However, the survey data shows that 12 percent had taken some community college credit courses, 8 percent had a community college diploma, 9 percent a trade apprenticeship or training course, and 2 percent some other type of education such as a hairdressing, or secretarial courses taken through institutions in the private sector.

Figure 2.3

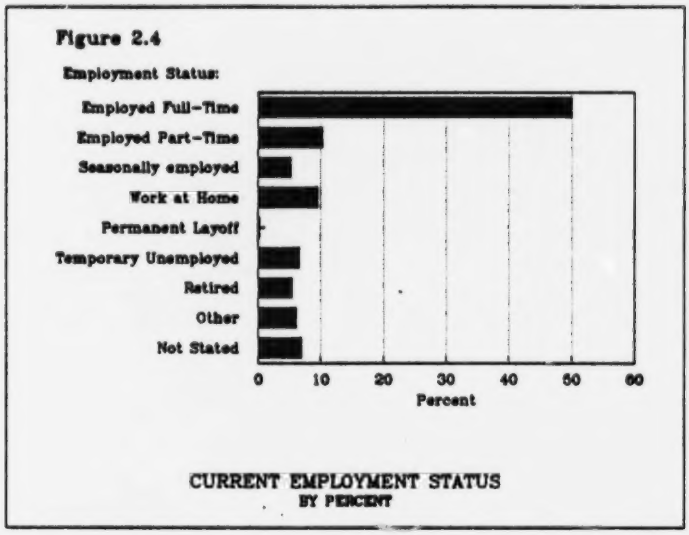
Educational Attainment by Sex, Provincial Total*, Northwestern Ontario* and Contact North/Contact Nord Survey.



*Source:Compiled and Computed from 1986 Census of Canada data, provided on request by Statistics Canada.

Examining educational attainment on the basis of sex, it is apparent that men are more apt to leave school at lower grade levels than women until the end of university. At this higher level, however the reverse is dramatic. In the sample one-eighth of the men have a degree, whereas only one-twelfth of the women do. In comparison 1986 census figures show that the proportion of men to women in Northwestern Ontario holding a degree is not so overwhelming but, nonetheless, still in the men's favour. In the sample, women who apprenticed themselves or took trade courses are more numerous than the census figures indicate is the regional norm.

2.4 Employment Status



Based on the survey sample, it is evident that at least a half of the adult population in the region is employed full-time outside of the home (See Figure 2.4). Another tenth are employed on a half-time, but year round basis. Still one in every twenty people engage in seasonal work — trapping, tree planting, tourist camp jobs — common in Northwestern Ontario. Some 7 percent are temporarily unemployed. This compares favorably with the federal government's March, 1988 estimate of 7 percent for Economic Region 592 (omitting the City of Thunder Bay).[5] Typical of the responses under *"Other"* are the following: *"self-employed - some work at home, some away from home"; "do housework in homes and keep a set of books for company"; "babysit for other families";* and *"1 1/2 day volunteer work in Christian Day School."*

Table 2.1 illustrates distinctions in employment patterns by attained level of education.

TABLE 2.1: ATTAINED LEVEL OF EDUCATION BY WORK STATUS

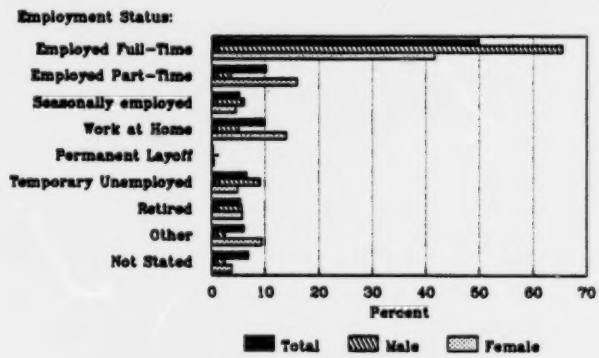
	Employed Full-time	Temporarily Unemployed	Work at Home
Grade School	38%	11%	15%
Some High School	48%	8%	15%
Grade 12/13	48%	7%	13%
Trade, College	58%	6%	7%
Some University	56%	0%	0%
University Degree	82%	0%	4%

People in Northwestern Ontario are 2 times more likely to be employed full-time if they have attained a university degree rather than stopping at a grade school level. There is less distinction

by education level for those with *"some high school"* through *"some university"*; although the data indicates a slight edge toward those with a higher education. Vulnerability toward temporary unemployment is 11 times higher for those with a grade school education than with a university degree. In general, the higher the level of education attained, the less likely one is to be temporarily unemployed. People in Northwestern Ontario with a university degree are three times more likely to be working outside the home than those at either a grade school or high school level regardless of gender; and twice as likely in the case of those with a college degree/trade diploma.

The gender bound differences in employment status that are found elsewhere in Canada are quite apparent here too (See Figure 2.5). For example, men are more likely to have full-time work, whereas women are disproportionately employed on a part-time basis. Also women are to be found working in the home more often.

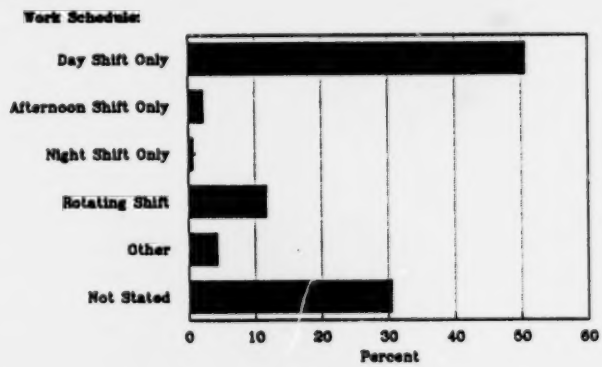
Figure 2.5



CURRENT EMPLOYMENT STATUS OF MEN AND WOMEN IN NORTHWESTERN ONTARIO, BY PERCENT

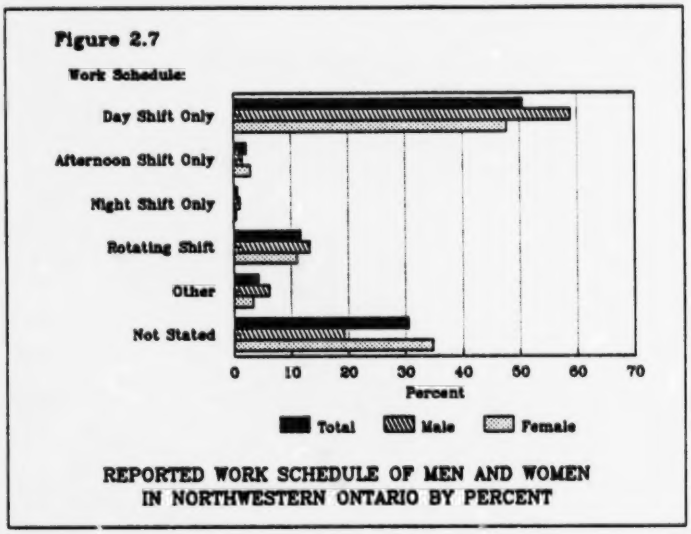
As to *when* people work, the answers seem to include every possibility — from the a supply teacher who *"works when wanted"* to those who provide *"24 hour call coverage"* for emergencies. At a glance, Figure 2.6 shows that fully one-half of those employed work a straight day shift.

Figure 2.6



REPORTED WORK SCHEDULE BY PERCENT

This may be deceptive, however. Many people report that their job does not end with the shift, as for instance: *"Daytime, on call nights and weekends"*; and *"work as a conductor for C.N. - on call 24 hours a day."* Another 12 percent are on rotating shifts, which vary from the common *"one week of afternoon shifts per month"* arrangement, to a more unusual *"summer - daytime work only, winter - rotating swing shift"*. There is remarkable consistency in the work arrangements for both men and women; (Figure 2.7), although women are more likely than men not to state a work schedule, perhaps reflecting the fact that many work at home.



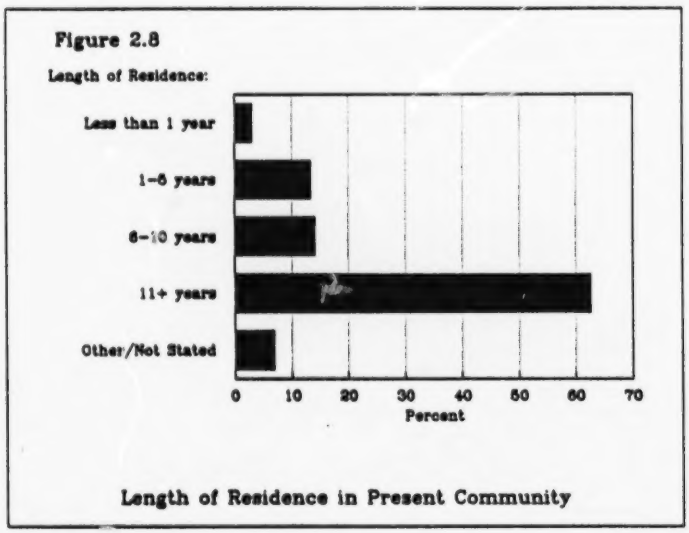
As illustrated in Table 2.2, the type of work schedule varies by level of education.

TABLE 2.2: LEVEL OF EDUCATION BY TYPE OF WORK SCHEDULE

	Day Shift	Rotating Shift
Grade School	79%	17%
Some High School	71%	19%
Grade 12/13	68%	24%
Trade, College	68%	15%
Some University	86%	14%
University Degree	87%	8%

University graduates are more likely to have a day shift only schedule than people at other educational levels. Persons with a grade school education are slightly more than twice as likely to work a rotating shift.

2.5 Length of Residence



Despite the region's image of having *"boom/bust"* communities with highly transient populations, people in Northwestern Ontario stay put for a relatively long time. At least three-quarters have been residents of the same town for more than five years, most of them (63 percent) for eleven years or longer.

2.6 Summary Highlights

The random selection of a survey sample means that it is possible to generalize the findings to the population as a whole. In this case, on the basis of interviews with 462 adults in the nine small communities, conclusions can be drawn about the experiences and opinions of all adults who live in any community in Northwestern Ontario, other than the City of Thunder Bay.

- The population of the region is, on the whole, young; and this characteristic is reflected overall in the sample.
- The educational attainment of residents in Northwestern Ontario is somewhat lower than the Provincial norm. Those in the sample, however, tend to have higher levels of education than usual for the region.
- Fifty percent of Northwestern Ontario residents age 18 years or older report full-time employment outside the home. The higher the attained level of education, the more likely a person is to be employed full-time; and vice versa the lower the attained level of education the more likely a person works a rotating shift.
- Despite the image of *"boom/bust"* communities with highly transient populations, people in the area tend to remain in one place for a relatively long time.

CHAPTER 3

PATTERNS OF UTILIZING FORMAL EDUCATIONAL RESOURCES PRIOR TO THE START UP OF CONTACT NORTH/CONTACT NORD

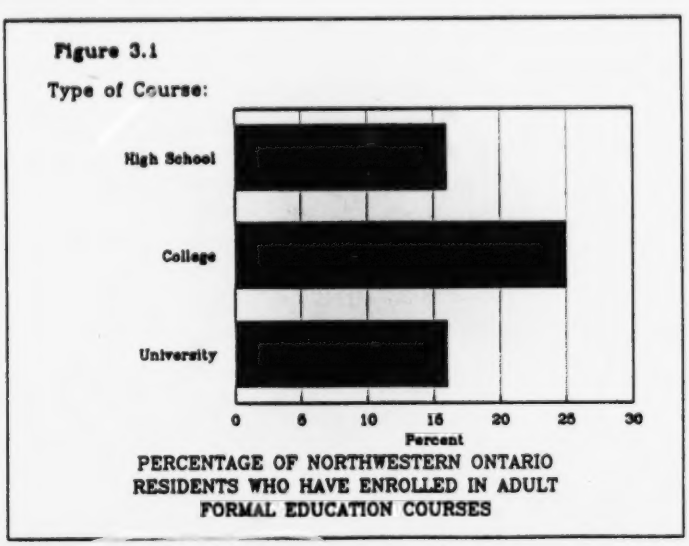
3.1 Introduction

This Chapter explores the utilization of formal high school, college, and university educational resources by Northwestern Ontario residents prior to the full-scale development of Contact North/Contact Nord. The chapter looks at rates of participation, reasons for involvement, levels of satisfaction with current opportunities, barriers to continuing in formal education programs, student support services and levels of satisfaction with them, and ways used to learn about community-based education courses.

The data reported in this chapter provides the baseline for evaluating in subsequent years the impact of this distance education initiative on the utilization of formal educational resources by Northwestern Ontario residents. With the establishment of this baseline, future research can address such questions as the following: Are educational resources more actively used now than in the past? Are there new patterns of usage because of the flexibility offered through delivery of distance education programs? Are there new groups of users? What are the primary motivators for enrolling in formal education courses? How satisfied are residents with the new educational opportunities?

3.2 Rates of Participation in Formal Education Programs

Figure 3.1 illustrates how many Northwestern Ontario residents have ever taken a formal education course since the age of eighteen.

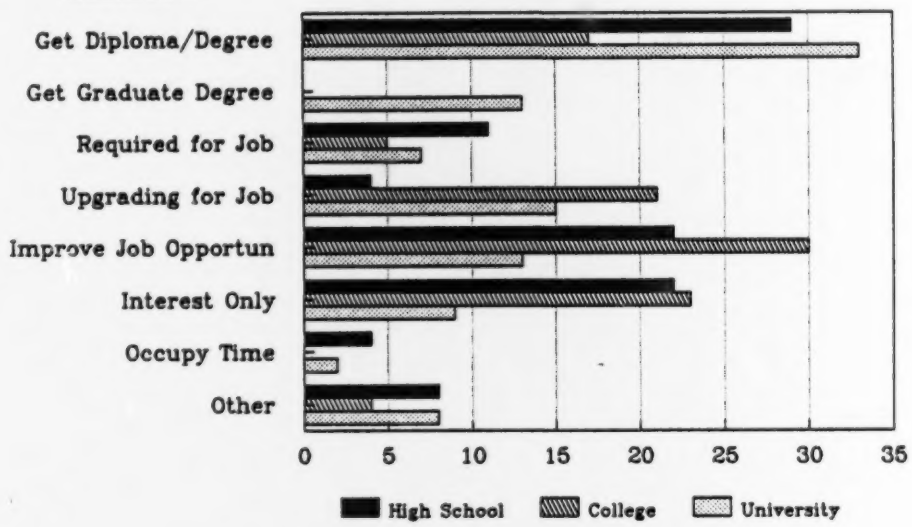


Sixteen percent (13,212) of the adult population of Northwestern Ontario have taken high school or university courses since the age of eighteen. At the college level, twenty-five percent (20,644) of the residents of Northwestern Ontario report that they have taken college courses. [6]

3.3 Motivating Factors for Continuing Formal Education

Figure 3.2 portrays what Northwestern Ontario residents report as the primary reasons why they have enrolled in formal education courses.

FIGURE 3.2



PRIMARY REASONS FOR ENROLLING IN FORMAL EDUCATION COURSES.

At the high school level there is an almost equal three-way split between those whose primary motivation is a secondary diploma, additional education for improving job opportunities, and interest only. At the college level, there are four primary motivators — improving job opportunities, interest only, upgrading for one's job, and receiving a diploma. Of these four the most important reason is enhancing one's job opportunities. At the university level, the undergraduate university diploma/degree is viewed as the most significant factor. At all three educational levels, very few residents report that taking formal education courses is required for their current job. On the other hand, if they wish to improve their job opportunities, then additional education courses are desirable. Included in the *'Other'* category are the following comments.

"At the high school level, I have taken 11 credits in computers."

"Not required, but for self-improvement."

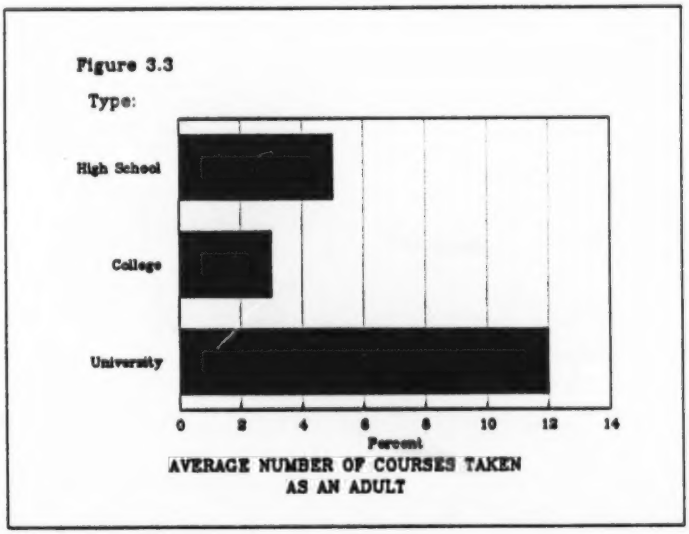
"To learn to cut and style hair and save money."

"To improve my intelligence and be better at my job."

"I don't want to die stupid."

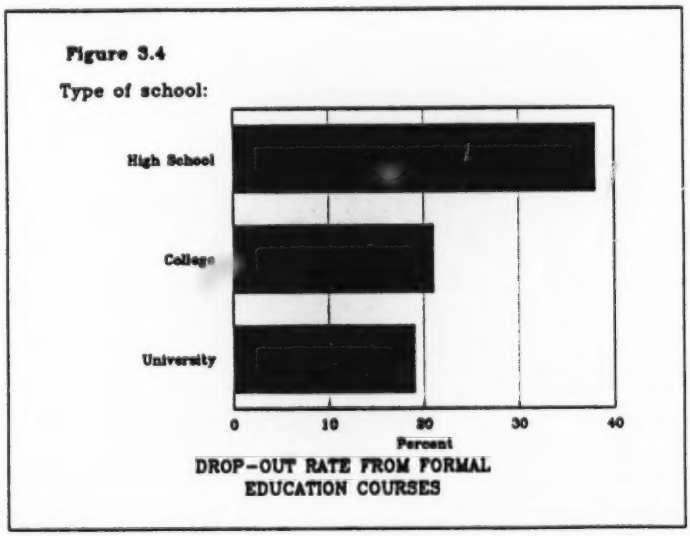
3.4 Degree of Adult Involvement in Formal Education Programs

The following Figure 3.3 demonstrates the mean average number of formal education courses taken since age eighteen at the high school, college and university levels.



The adult who decides to take university courses takes four times more courses than the person who elects to take college courses and between 2 and 3 times more courses than the person taking high school courses. While the percentage of residents that have taken high school and university courses as an adult is the same (See Figure 3.1), the average number of courses per adult is much higher at the university level. Likewise, while slightly more Northwestern Ontario residents have taken college courses (See Figure 3.1), the average number of courses per individual is lower than at either the high school or university level.

The following Figure 3.4 depicts the percentage of Northwestern Ontario residents who report that they have dropped courses in which they enrolled.



Northwestern Ontario residents are twice as likely to drop a high school course that they have enrolled in as they are a university course. The reported withdrawal rate is very similar for college and university, although the college rate is slightly higher.

Northwestern Ontario residents were asked to indicate the major obstacles to completing a course. At the high school level, the following comments typify the replies received.

> *"I went back to full-time employment."*
>
> *"I was 22. The students didn't know how to accept me and I didn't know how to approach them. The age difference, I feel wasn't great enough."*
>
> *"Teacher left town."*
>
> *"I don't have the time - not enough hours in the day."*
>
> *"Had personal problems, but still going on with Math."*

At the college level, the following comments focus on the conflicting stresses of family, job, community activities and educational advancement.

> *"The kids got sick and I got behind."*
>
> *"Tried to take too many at once, overload and burnout because of illness in the family and I was too tired."*
>
> *"Involved in local municipal affairs and various clubs, Legion, chamber of commerce, etc."*

The comments also reflect struggles with having enough motivation and self-confidence to complete a course.

> *"No ambition . . . . lack of interest."*
>
> *"Been out of school for 10 years - my math, English were out of date."*
>
> *"Lack of confidence in completing the assignments - too busy with job and family."*

Also reported are comments about the difficulties of taking college level courses by distance.

> *"No contact with the instructor except by mail, no contact with other students, heavy workload."*

At the university level, the students indicate how influential the course content and relationship with the instructor is to continuing a course.

> *"Hated the subject . . . . Found them irrelevant . . . . Didn't like the instructor . . . . No interest in subject."*

Also of importance is the issue of enough time to fit in more formal education courses.

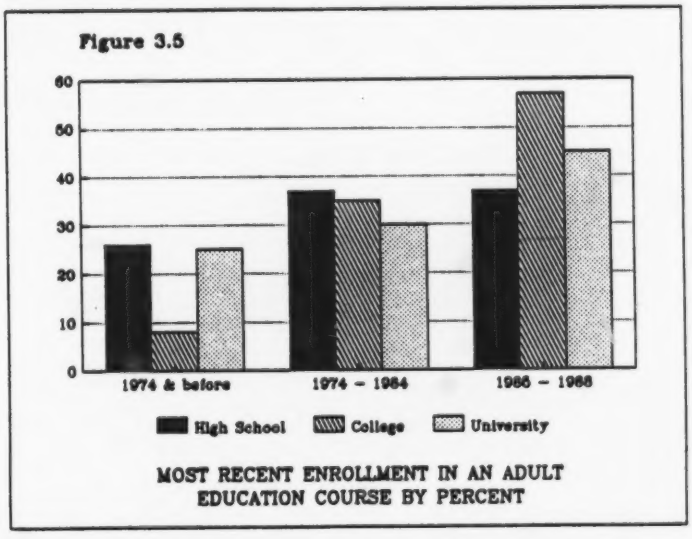
> *"Work load and business load too heavy that year to allow proper attention to course enrolled in; but course itself was excellent."*

Again, foreshadowing challenges for distance education delivery, residents report the following obstacles to completing a university level course.

> *"I dropped out of the program after 5 years. The final two courses I failed, one because I never did receive the text in time, the other because I found it difficult. The program was not geared to its correspondence students. The mail system and rigid time schedules caused problems."*
>
> *"Found difficulty in time lapse between sending in assignments and finding out results. If you did something wrong, it could be 4 weeks before you found out."*

3.5 Time Span Since Last Enrollment in a Formal Education Program

Figure 3.5 indicates when Northwestern Ontario residents have taken their last course.



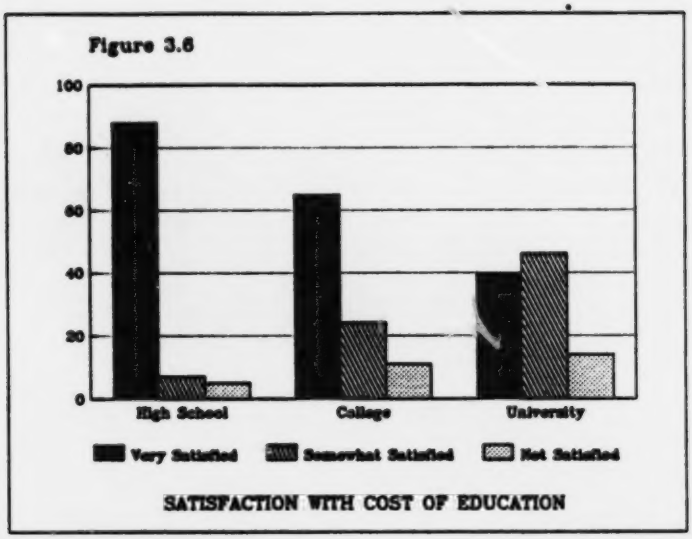
Close to half of the residents of Northwestern Ontario who report having enrolled in college or university courses have taken at least one course in the last three years. This indicates a current and active student catchment population of 11,974 adults at the college level and 5,945 adults at the university level.[7] About one-third of the adult population that have taken adult high school courses have taken them in the last three years. Enrollment at both the college and university levels has steadily increased from the period 1974 and before to 1985-1988. Most activity for both has occurred since 1985.

3.6 Satisfaction Level with Formal Educational Resources

Figures 3.6 through 3.11 look at the level of satisfaction that Northwestern Ontario residents have with existing formal educational resources as measured by the factors of cost, timing of course offerings, location of courses, course content, instruction, and library resources. The most striking outcome of tabulating these results is the high overall level of satisfaction on all six factors at all three levels of education. With the exception of library resources, less than one-fifth of the residents are dissatisfied on any given factor.

(a) Level of Satisfaction with the Cost of Education

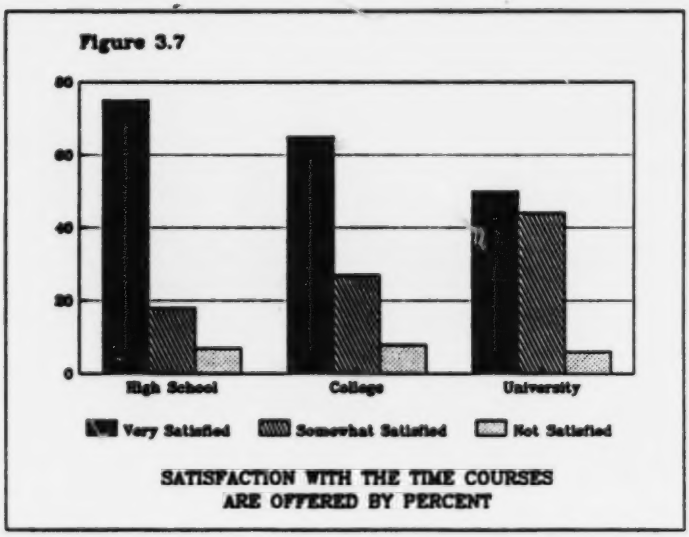
Figure 3.6



As course cost increases from high school through university so understandably does the level of dissatisfaction with educational costs. Yet, the highest level of dissatisfaction - 17 percent - still indicates that more that four- fifths of the students taking university courses are very satisfied with the cost of their education. When the categories *"Very Satisfied"* and *"Somewhat Satisfied"* are combined, satisfaction is 95 percent, 89 percent and 86 percent at the high school, college and university levels respectively.

(b) Level of Satisfaction with the Time Courses Are Offered

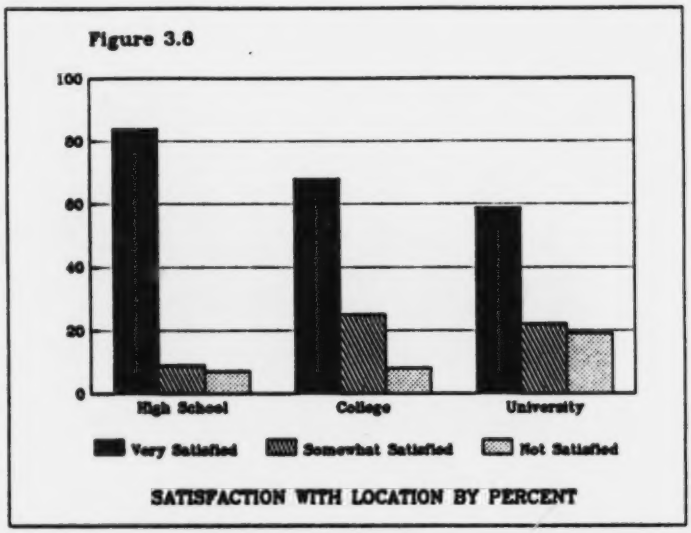
Figure 3.7



Responses indicate that adult education students are most satisfied with the times that high school courses are offered and least satisfied with the times that university courses are offered. Yet when the categories of *"very satisfied"* and *"somewhat satisfied"* are collapsed, there is less than 10 percent dissatisfaction with the time the courses are offered at all three educational levels.

(c) Satisfaction with Location of Courses

Figure 3.8

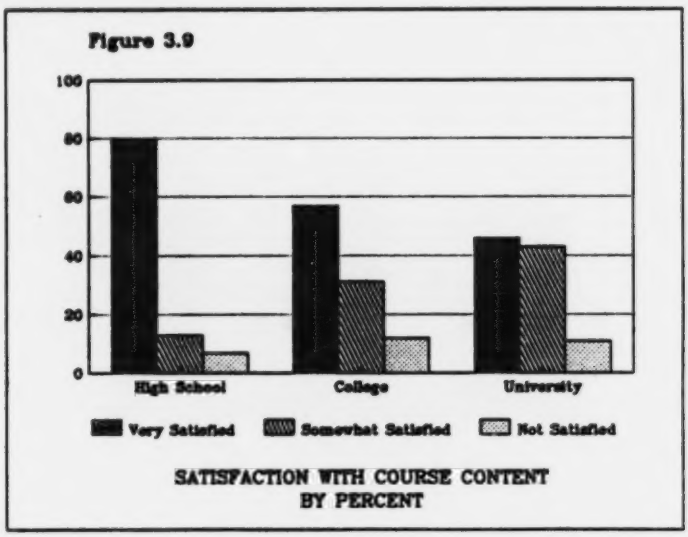


SATISFACTION WITH LOCATION BY PERCENT

Adult education students are least satisfied with the location of university courses and most satisfied with the location of high school courses. Yet, again less than one-fifth of the adult students indicate that they are not satisfied. At the high school and college levels less than 10 percent are dissatisfied with the location of courses.

(d) Satisfaction with Course Content

Figure 3.9

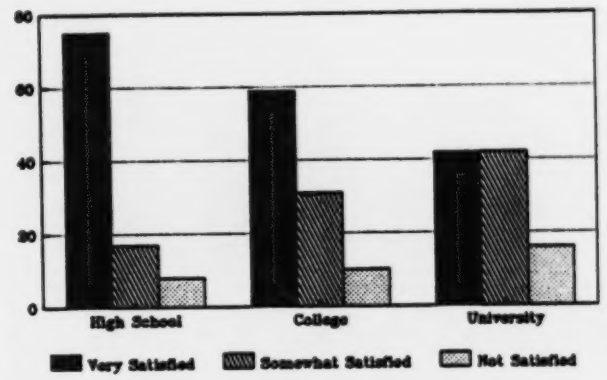


SATISFACTION WITH COURSE CONTENT
BY PERCENT

Adult students are most satisfied with the content of high school courses and least satisfied with the content of university courses. Adult students enrolled in university courses are divided almost equally between those who are *"Very Satisfied"* and those who are *"Somewhat Satisfied"*.

(e) Satisfaction with Instructors

Figure 3.10

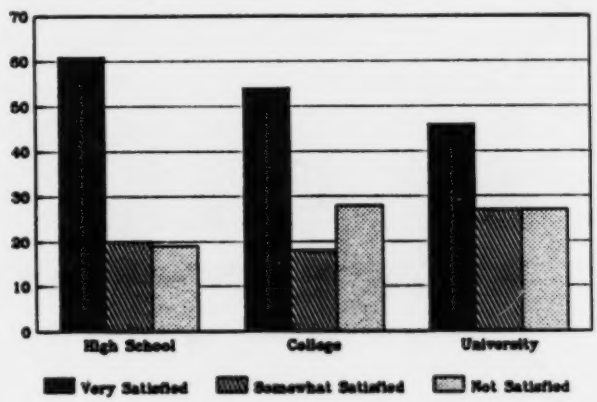


SATISFACTION WITH INSTRUCTORS
BY PERCENT

Again, the overall level of dissatisfaction is low, although highest at the university level and lowest at the high school level. Three-fourths of the adult high school students are very satisfied with their instructors; while over half are very satisfied with their college instructors. Most critical are the adult students enrolled in university courses, who are very satisfied with only 41 percent of their instructors.

(f) Satisfaction with Library Resources

Figure 3.11

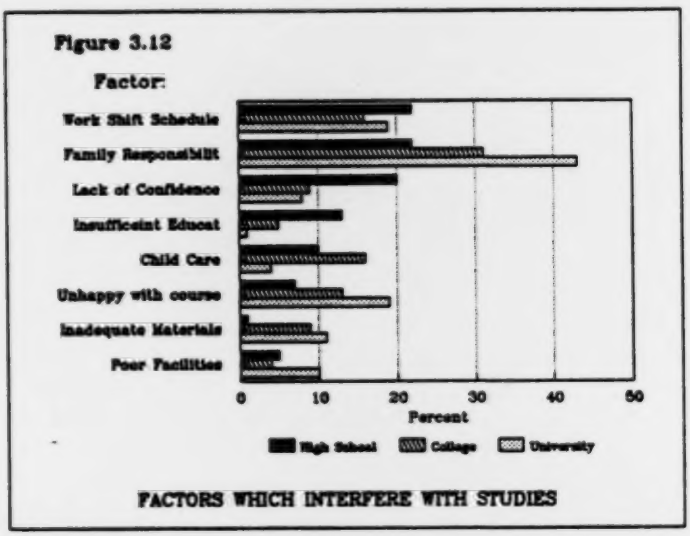


SATISFACTION WITH LIBRARY RESOURCES

The highest dissatisfaction is with available library resources to assist adult students with course assignments. Over one-fourth of the adult students enrolled in college and university courses are dissatisfied with library resources; slightly fewer adult high school students are dissatisfied.

3.7 Barriers to Continuing Formal Education Programs

Figure 3.12 indicates those factors that Northwestern Ontario residents state interfere the most with their studies. Adult students were asked to check all factors that applied. Only those factors for which there is a response of 10 percent or more in at least one of the educational levels are shown in the graph.



Family responsibilities and work shift schedule are the two most important factors that interfere with educational studies at all three levels. Family responsibilities are reported as the most serious interference at the university level. Of equal importance at 19 percent is interference from work shift schedule and unhappiness with the way the course is delivered by the instructor. At the college level, of equal importance to work shift schedule at 16 percent is child care. At the high school level, adult students report that lack of confidence in their ability to complete a course is almost as critical an interference as work shift schedule and family responsibilities.

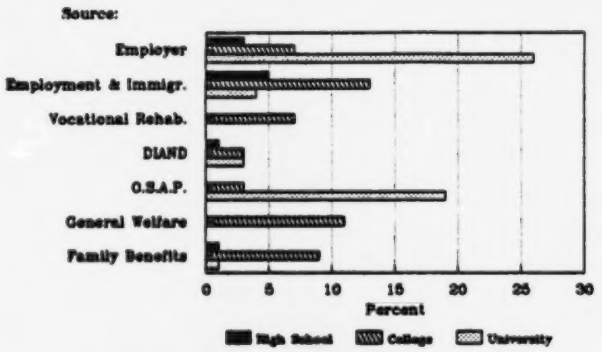
Adult students enrolled in college and university courses indicate more often than adult high school students that their unhappiness with the way a course is delivered interferes with their studies. Inadequate materials and poor facilities is a concern for about 10 percent of the university adult students.

3.8 Financial Assistance

Figure 3.13 illustrates the percentage of adult students who have received some type of financial assistance for taking high school, college and university courses.

The highest levels of assistance are reported at the university levels where slightly more than one-fourth of the adult students report assistance from an employer in taking university courses. Slightly less than one-fifth of the adult students have received Ontario Student Assistance Program (O.S.A.P.) loans in order to take university courses. At the college level, Employment and Immigration (Manpower), General Welfare, and Family Benefits are of the most significance; but all three sources contribute less then 15 percent. At the high school level, Employment and Immigration and assistance from an employer are the most important; but again, both are 5 percent or less.

Figure 3.13



FINANCIAL ASSISTANCE RECEIVED BY NWO RESIDENTS TO TAKE HIGH SCHOOL, COLLEGE AND UNIVERSITY COURSES BY PERCENT

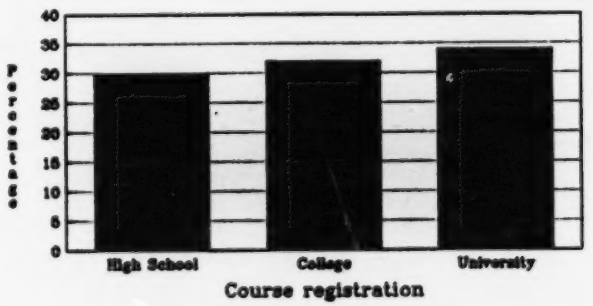
3.9 Student Support Services and Levels of Satisfaction

Adult students were asked to indicate the types of support services that they have received during the enrollment process or while enrolled in a course. The data is reported for all three levels whenever possible; although a few areas like course withdrawals are reported for the college and university levels only. The respondents were also asked to indicate their level of satisfaction with each type of support service. The following Figures 3.14 through 3.31 first depict the level of support that was received for a given student service and then the level of satisfaction expressed by those students who did receive assistance.

(a) Registration

Figure 3.14 depicts the percent of adult students who report that they received assistance when registering for a course at the high school, college or university levels.

Figure 3.14



PERCENTAGE OF NWO RESIDENTS WHO RECEIVED ASSISTANCE WHEN REGISTERING FOR A COURSE AT HIGH SCHOOL, COLLEGE OR UNIVERSITY

At all three levels, about one-third of the adult students report receiving assistance, with the highest level of support being at the university level.

Figure 3.15 illustrates the level of satisfaction with student registration assistance.

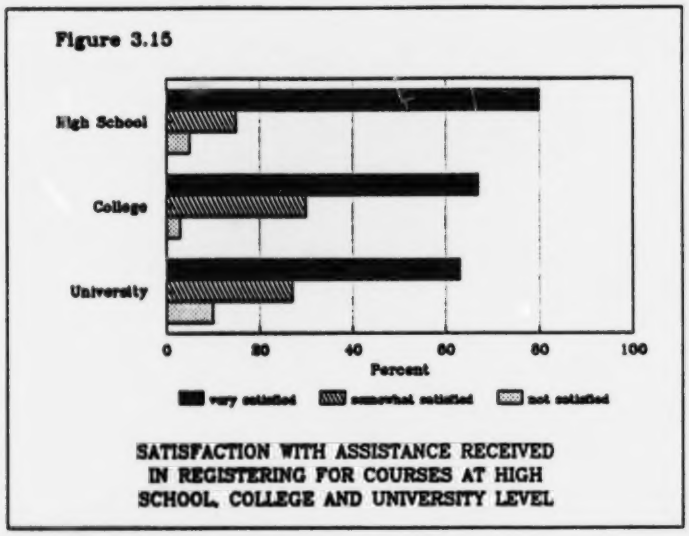
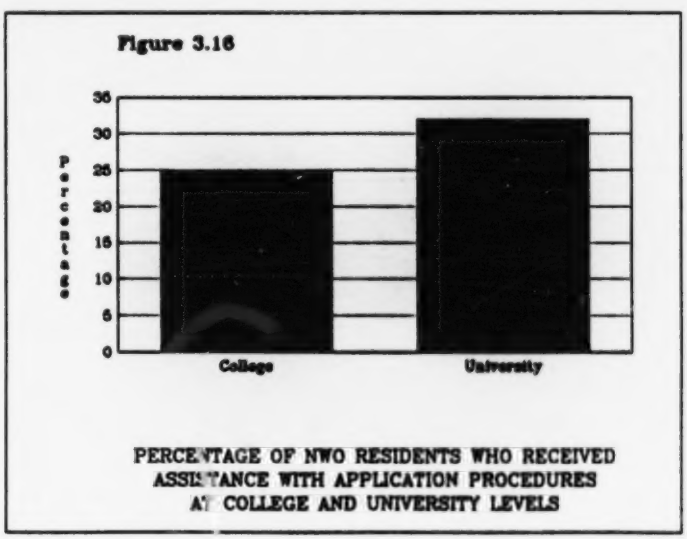


Figure 3.15 indicates that adult high school students are the most satisfied with the assistance they received and adult students taking university courses the least satisfied. Although when the categories are collapsed to *"Satisfied"* and *"Dissatisfied"*, there are less than 10 percent at any education level are dissatisfied.

(b) Applications

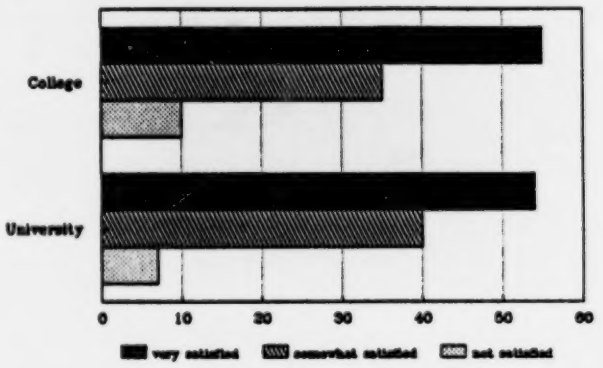
Figure 3.16 illustrates the percentage of adult students who report that they received assistance with application procedures at the college and university levels.



One-fourth of the adult students taking college courses and one-third of the adult students taking university courses say that they received help.

Figure 3.17 illustrates the level of satisfaction with student application assistance.

Figure 3.17



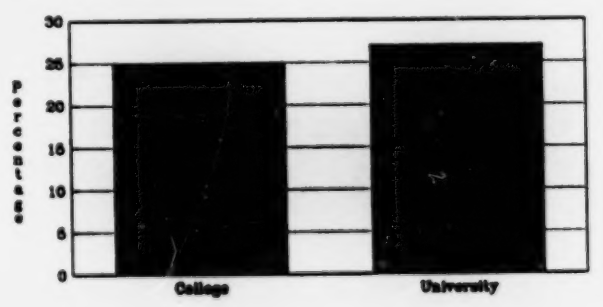
SATISFACTION WITH APPLICATION ASSISTANCE
AT COLLEGE AND UNIVERSITY LEVELS

Over one-half of both the adult students taking college and university courses indicate that they are very satisfied with the assistance they received. Only 10 percent or less are dissatisfied, with the least dissatisfaction at the university level.

(c) Admission Requirements

Figure 3.18 depicts the percentage of adult students who report that they received assistance with admission requirements at the college and university levels.

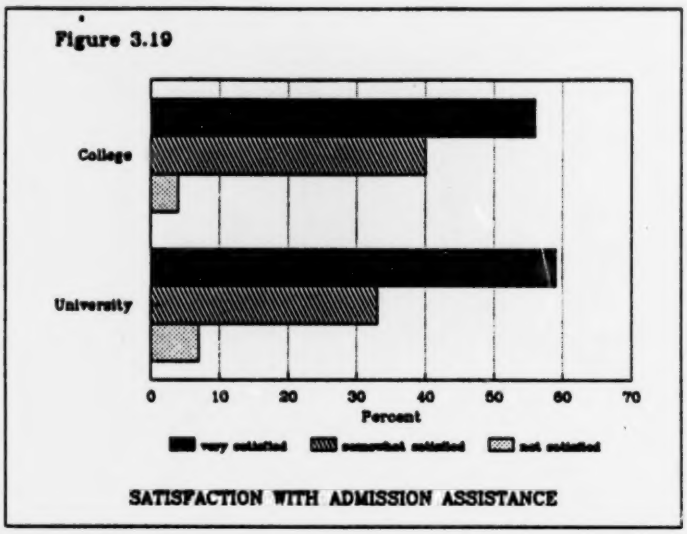
Figure 3.18



PERCENTAGE OF NWO RESIDENTS WHO RECEIVED
ASSISTANCE WITH ADMISSION REQUIREMENTS
AT COLLEGE AND UNIVERSITY LEVELS

At both the college and university levels, approximately one-fourth of the adult students received assistance with admission requirements.

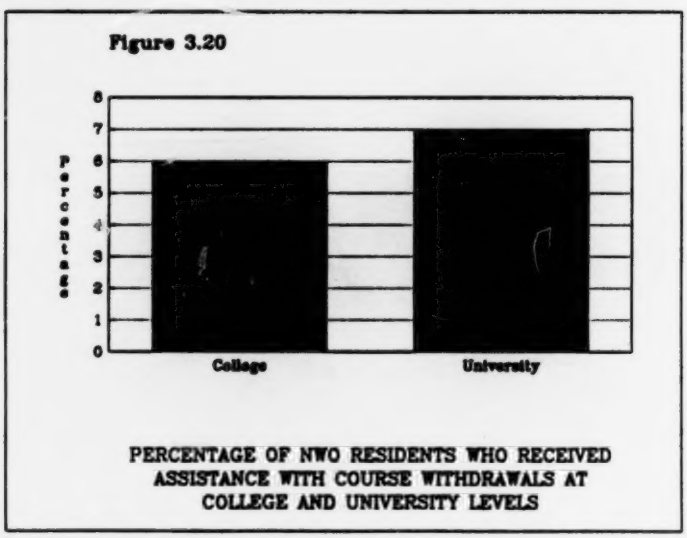
Figure 3.19 shows the level of satisfaction with admission assistance.



Over half of the adult students are very satisfied and less than 10 percent are dissatisfied at either the college or university levels.

(d) Course Withdrawals

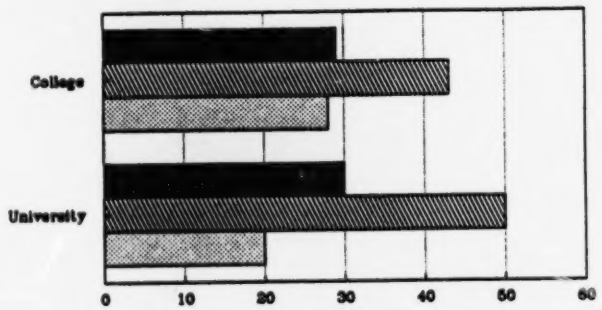
Figure 3.20 illustrates the percentage of adult education students who received assistance with course withdrawals at the college and university levels.



Six percent of the adult students enrolled in college courses and 7 percent of the university students received assistance with course withdrawals.

Figure 3.21 depicts the level of satisfaction with the assistance received in withdrawing from a course.

Figure 3.21



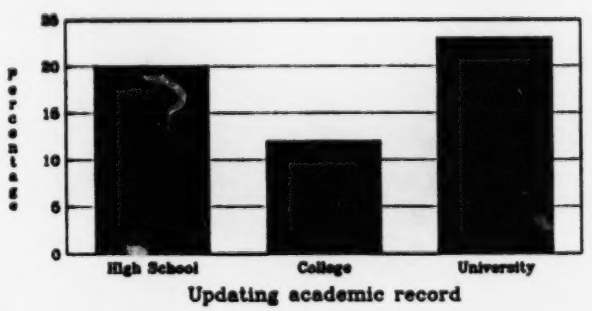
SATISFACTION WITH ASSISTANCE FOR WITHDRAWING FROM A COURSE AT COLLEGE AND UNIVERSITY LEVELS

Adult students report more dissatisfaction with assistance received in withdrawing from a course than from any of the previous three services - course registration, application procedures, or admission requirements. Twenty percent of the adult students taking university courses and 28 percent of the adult students taking college courses are dissatisfied with the assistance they received.

(e) Academic Records

Figure 3.22 displays the percentage of adult education students who received assistance with updating academic records at all three educational levels.

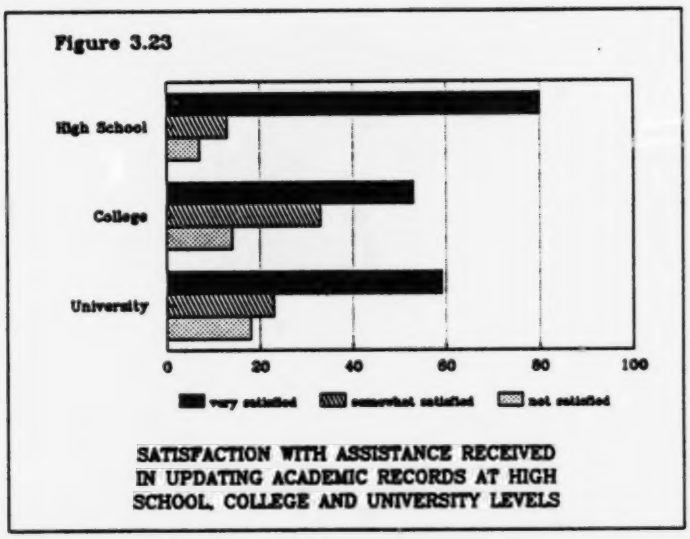
Figure 3.22



PERCENTAGE OF NWO RESIDENTS WHO RECEIVED ASSISTANCE WITH UPDATING ACADEMIC RECORD AT HIGH SCHOOL, COLLEGE OR UNIVERSITY

This reply shows more variance between the educational levels than any of the previous student services. The adult students report the least satisfaction at the college level at 12 percent and the most satisfaction at the university level at 23 percent.

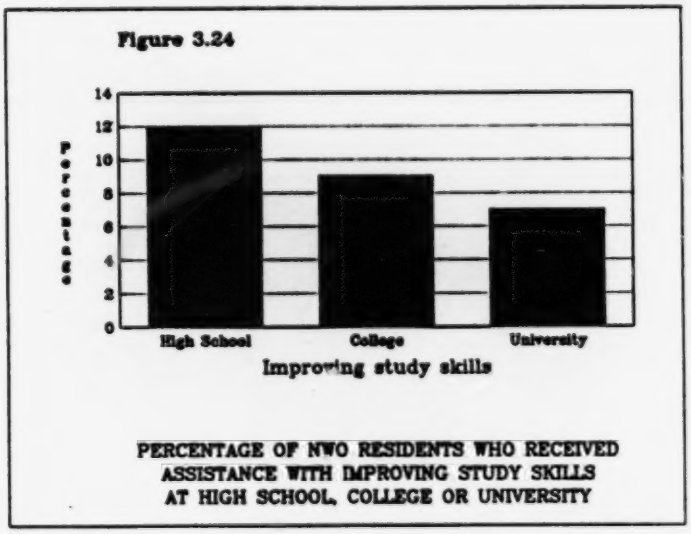
Figure 3.23 indicates the level of satisfaction with assistance in updating academic records.



Adult students are most satisfied at the high school level and least satisfied at the college level, where the least amount of assistance is reported.

(f) Study Skills

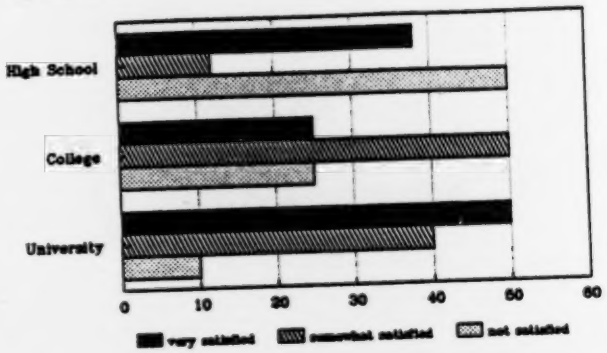
Figure 3.24 shows the percentage of adult education students who have received assistance with their study skills.



Of most significance is the low level of assistance with study skills that is reported at all three education levels. The highest is 12 percent at the high school level and the lowest is 7 percent at the university level.

Figure 3.25 illustrates the level of satisfaction with assistance received in improving study skills.

Figure 3.25



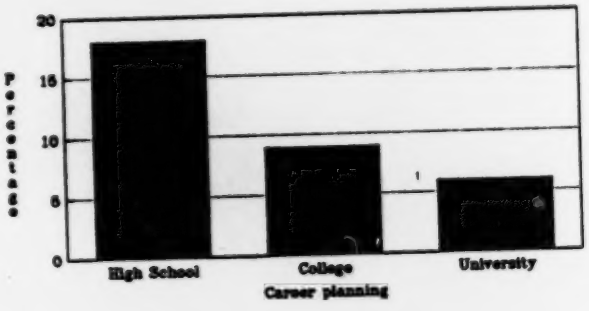
SATISFACTION WITH ASSISTANCE RECEIVED WITH IMPROVING STUDY SKILLS AT HIGH SCHOOL, COLLEGE AND UNIVERSITY LEVELS

While most help is received with study skills at the high school level, the highest percentage of dissatisfaction is also reported at this level by the adult students. They are most pleased with the help received at the university level.

(g) Career Planning

Figure 3.26 reports the percentage of adult education students who received assistance with career planning.

Figure 3.26

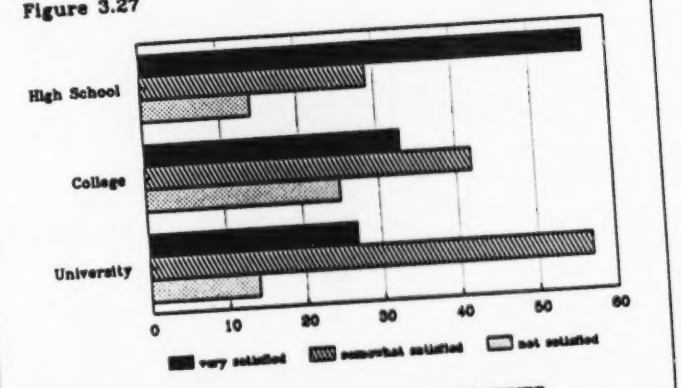


PERCENTAGE OF NWO RESIDENTS WHO RECEIVED ASSISTANCE WITH CAREER PLANNING AT THE HIGH SCHOOL, COLLEGE OR UNIVERSITY LEVEL

The adult high school students report the most assistance with career planning; while less than 10 percent of the students report any assistance at either the college or the university.

Figure 3.27 shows the level of satisfaction with career planning services.

Figure 3.27



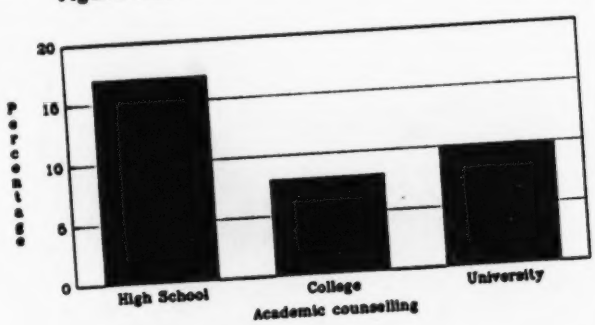
SATISFACTION WITH ASSISTANCE RECEIVED
WITH CAREER PLANNING AT THE HIGH SCHOOL,
COLLEGE AND UNIVERSITY LEVELS

Figure 3.27 illustrates that the most satisfaction is reported by adult students taking high school courses. Forty-two percent of the adult students taking college courses and 57 percent of the adult students taking university courses are only somewhat satisfied with help received in career planning.

(h) Academic Counselling

Figure 3.28 depicts the percentage of adult students who received academic counselling.

Figure 3.28

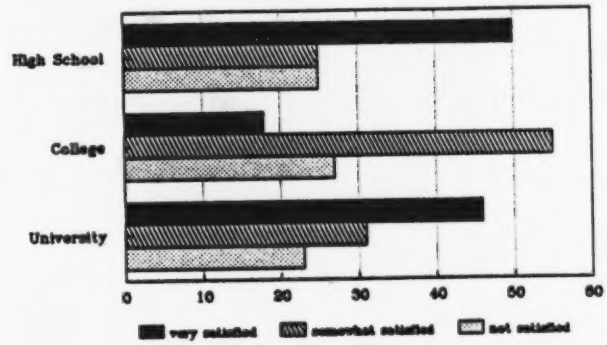


PERCENTAGE OF NWO RESIDENTS WHO RECEIVED
ACADEMIC COUNSELLING AT HIGH SCHOOL,
COLLEGE AND UNIVERSITY LEVELS

The adult high school students report the most assistance with academic counseling; while the adult students taking college courses report the least assistance.

Figure 3.29 illustrates the level of satisfaction with academic counselling.

Figure 3.29



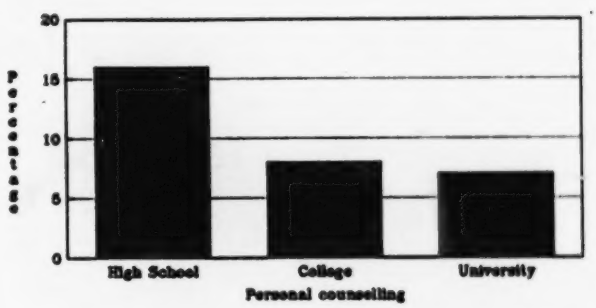
SATISFACTION WITH ACADEMIC COUNSELLING AT HIGH SCHOOL, COLLEGE AND UNIVERSITY LEVELS

Half of the adult high school students and 46 percent of the adult students taking university courses are pleased with the academic counselling that they received. Less than 20 percent of the adult students enrolled in college courses report that they are very satisfied. The level of dissatisfaction is about the same for all three levels.

(I) Personal Counselling

Figure 3.30 shows the percentage of adult students who received personal counselling while enrolled in a formal education course.

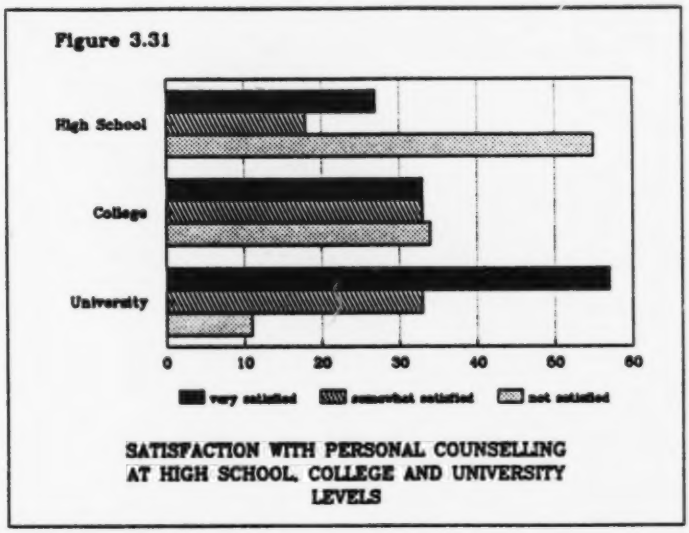
Figure 3.30



PERCENTAGE OF NWO RESIDENTS WHO RECEIVED PERSONAL COUNSELLING AT HIGH SCHOOL, COLLEGE AND UNIVERSITY LEVELS

Again, the adult high school students report most frequently receiving personal assistance, with adult students at the college and university levels almost equal at 7 and 6 percent respectively.

Figure 3.31 depicts the level of satisfaction with personal counselling services.



The adult students enrolled at the university level report the highest level of satisfaction by a decided margin of 57 percent; while the highest level of dissatisfaction at 54 percent is reported from the adult high school students.

3.10 Sources of Information on Formal Education Programs

Northwestern Ontario residents indicate in Table 3.1 the media channels that they report that they use to find out what courses will be offered in their communities.

TABLE 3.1: MEDIA SOURCES FOR OBTAINING INFORMATION ON FORMAL EDUCATION PROGRAMS BY PERCENT

	High School	College	University
Meetings	1%	4%	15%
Newspaper	25%	56%	36%
Television	3%	6%	3%
Radio	4%	4%	4%
Posters	3%	4%	3%
Pamphlet or Brochure	7%	14%	12%
Contact School	33%	21%	41%

At all three educational levels, newspapers and direct contact with the education institutions in question are the most frequent means of learning about course offerings. The specific newspapers listed are all local weekly papers. Public community meetings are helpful for residents at the university level, but are of little significance to residents in learning about secondary or college level courses. Pamphlets are used more frequently as a source of course information

at the college and university levels. Advertising on television or radio, and the use of posters are methods not frequently used. In contrast, residents suggest information about Contact North/Contact Nord courses should be provided via local radio and television. (See Chapter 6, Section 6.4).

3.11 Summary Highlights

(a) High School

- Sixteen percent of the adult population of Northwestern Ontario have taken high school level courses since the age of eighteen. The average number of high school courses is 5 with a 38 percent drop-out rate.
- The primary reasons for taking these courses are to get a secondary diploma, to improve job opportunities, and for interest.
- Enrollment in high school courses has stayed relatively stable at about one-third of the adult population who have continued their formal education for the surveyed periods 1974 and before, 1974-1984, and 1985-1988. Of these three time periods, enrollment is slightly higher between 1974-1984.
- Adult students who have attended high school courses report over 75 percent satisfaction on all surveyed course variables - cost, scheduling, location, content, instructors - except for library resources (60 percent).
- The most significant barriers to continuing formal education among adult students taking high school courses is work shift schedule, family responsibilities, and lack of confidence.
- Five percent or less of adult students who take high school courses report receiving any financial assistance. Employment and Immigration and employer are the two most reported sources.
- Adult students most frequently report that they have received assistance with registration (30 percent). Support with all other student services - upgrading academic records, career planning, academic and personal counselling, and study skills is reported at levels between 10 and 20 percent, with help with study skills being the lowest at 12 percent.
- For those adult students who received some type of student support services, satisfaction is highest for assistance with registration and updating academic records (both 80 percent); and lowest for study skills (38 percent) and personal counseling (27 percent).

(b) College

- Twenty-five percent of the adult population of Northwestern Ontario have taken college level courses since the age of eighteen. The average number of college courses per adult is 3 with a 21 percent drop-out rate.
- The primary reasons for taking these courses are to improve job opportunities, interest only and upgrading for an existing job.
- Enrollment in college courses has changed dramatically during the three reported time spans from less than 10 percent during the period 1974 and before to a high of 58 percent during the time span 1985-88.
- Adult students who have attended college courses report less satisfaction than do adult students taking high school courses with the academic variables - cost, time, location,

content, instructors and library resources. There is a reported satisfaction between 60-70 percent for cost, scheduling and location; and a stated satisfaction between 50-60 percent for course content, instructors and library resources.

- The most significant barriers for continuing formal education at the college level are family responsibilities, work shift schedule and child care. Unlike at the high school level, lack of confidence is only reported as a barrier by less than 10 percent of the respondents.
- Thirteen percent of the adult students report receiving financial assistance from Employment and Immigration, 11 percent from General Welfare and 8 percent from Family Benefits.
- Less than one-third of the adult students taking college courses indicate assistance with any one of the student support services. Most frequent is registration at 32 percent and [illegible]t is with course withdrawals at 6 percent.
- Registration is the only student service where satisfaction is over 60 percent. Between 50 and 60 percent of the adult students taking college courses report they are very satisfied with assistance received with admission requirements, applications and upgrading academic records. The least satisfaction is with academic counselling.

(c) University

- Sixteen percent of the adult population of Northwestern Ontario have taken university level courses. The average number of university courses per adult is 12 - the highest for all three education levels; with a 19 percent drop-out rate - the lowest for all three education levels.
- The desire to get a university degree stands out as the primary reason for taking courses. Adult students are more than twice as likely to take high school or college courses for interest only. Likewise, adult students are more than twice as likely to take college courses than university courses to specifically improve job opportunities.
- Enrollment in a university course has steadily increased from 1974 and before to 1985-1988, with 45% of the adult students who have taken university courses reporting that their latest course has been taken between 1985-1988.
- Adult students who have attended university courses are more critical than adult students who have taken high school or college courses about course costs, scheduling, location, content, instructor and library resources. The highest level of dissatisfaction is with library resources.
- The most significant barrier for continuing formal education at the university level is family responsibilities. A distinct response from adult students taking university course is the emphasis put on unhappiness with a course as a barrier to continuing their studies.
- Adult students report a higher use of financial assistance at the university level than at either the high school or college levels. Twenty-six percent of the adult students report receiving financial assistance from an employer; while 18 percent obtain O.S.A.P. loans. Adults students report no assistance from General Welfare and only 2 percent from Family Benefits.
- Adult students taking university courses report receiving more assistance than do adult high school and college students with registration, applications, admission requirements, course withdrawals, and upgrading academic records. On the other hand, adult students enrolled in university courses report receiving less assistance with study skills, career planning and personal counselling than either adult students taking high school or university courses. Between 25 and 35% of the adult students taking high school courses report

receiving assistance with registration, applications and admission requirements. Less than 10 percent of the adult students indicate that they have received assistance with career planning, course withdrawals, study skills and personal counselling.

- Satisfaction with any student service assistance received remains consistent between 40-65 percent, with the two exceptions of assistance with course withdrawal and career planning at only 30 percent and 27 percent respectively.

CHAPTER 4

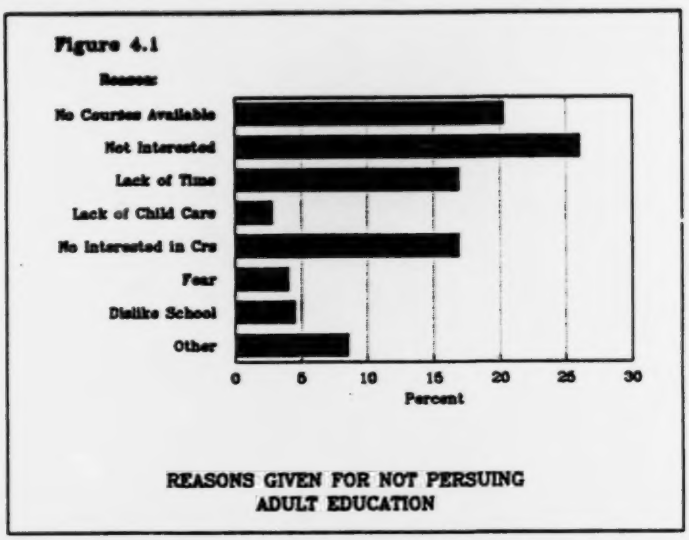
ATTITUDES OF NON-USERS TOWARD ADULT EDUCATION

4.1 Introduction

Just about one out of every two adults now living in Northwestern Ontario left school before they were eighteen. Our survey suggests, however, that well over half of those who stopped school in their teens (57 percent), would consider going back to further their education. This chapter examines the attitudes of these non-users towards adult education. It starts by looking at the reasons they give for not continuing or returning to school (as yet). Then it examines the pros and cons of going back through the eyes of people who have *"been away from the books"* for awhile.

4.2 Barriers to Continuing Formal Education Programs

Individual biographies differ of course. One person may have finished at the end of grade school in the 1920's because people *"didn't need so much schooling back then."* While another was *"needed at home — school was too far from home."* And one lady left because *"high school (was) too irrelevant and I found the teachers kind of alienated from me."* In sum, the reasons for walking out of the school's doors for the last time differ from one person to the next.



But why haven't some of these people sought additional formal education? The case-by-case answers to this question likely differ somewhat, at least in the details. Nonetheless, the 218 respondents in this category share some reasons in common. Figure 4.1 shows these graphically. The answer given most often (26 percent) is simply that they are *"not interested"*. Or, according to 17 percent, that they have not been interested in the courses available. One out of every five indicate that there just are no courses to take. That is the view of a man from one of the smaller mining towns:

> *"I work as a tech 1 surveyor (rodman) in the summer. I have seen no courses held here that are near my field . . . A person like me that didn't know what I was going to be when I got out of school there was not much here to offer me. I got a break on road construction but I will soon be out of a job . . . with no offer of any apprenticeships, etc. . . . here that will benefit me in future."*

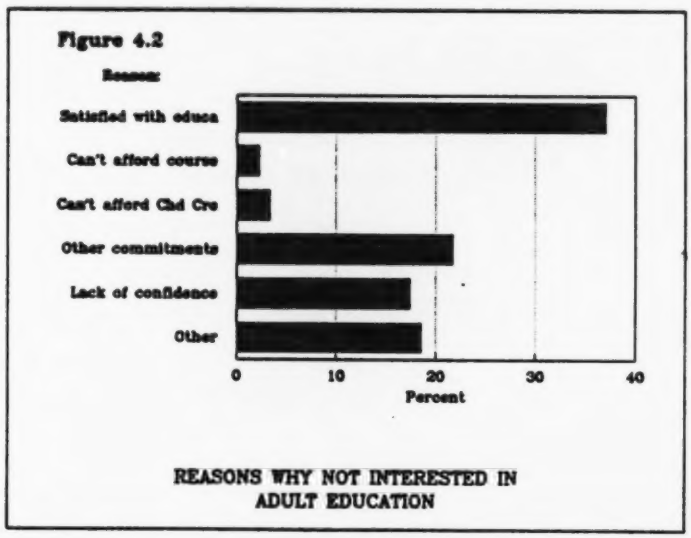
Time, or the lack thereof, is another major constraint, cited by almost 17 percent of those answering Supplement D. Their comments are self-explanatory:

> *"When courses were available, I didn't have the time."*
>
> *"Courses are not geared for persons on rotating shifts."*
>
> *"From what I've experienced most adults who really need the education cannot afford the time nor the tuition. These are two areas that must be addressed as much as availability!"*

It should be noted that the category *"Other"* in Figure 4.1 includes many people whose training needs have been met on-the-job. For example, one person takes *"courses required by bank"*; another states *"all upgrading needed for my job is supplied through my employer"*; and, echoing him, *"my employer of 38 years provided specialized training as required for job."*

4.3 No Interest in Continuing Formal Education Programs

The idea of going back to school has crossed the minds of many, indeed a slight majority, of those who left school as teenagers. Still 43 percent consider themselves done with formal learning. They state their reasons with conviction: *"Don't like schooling — better ways to learn,"* and *"I'm too old for that stuff."* And they don't mince words: *"Some of the people with the most pieces of paper are the laziest sons of bitches around!"*

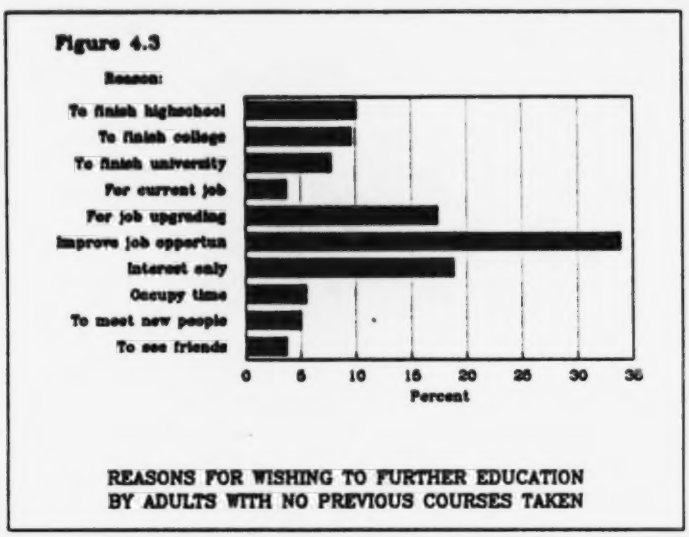


The simple fact is that most people who do not want more education are perfectly content as they are (See Figure 4.2). Fully 37 percent are satisfied with the education they already have attained. But other things account for a lack of interest too. Social commitments rank high (at 22 percent). For example, *"I am retired now and have sufficient activities to keep me busy."* In addition, over 17 percent indicate a lack of confidence: *"It frightens me a bit. It's just the thought of how much . . . I never took in school, for instance, the metric and computers etc. And to fall behind other adults."* This finding is not surprising given the time that has elapsed since many non-users were students. Comments written on the survey indicate that the age factor explains the large *"Other"* category in Figure 4.2. These sentiments are nicely conveyed by the following: *"I feel I am too old"*; it is *"too late now"*; and *"at this time in my life I don't feel it is necessary!"*

4.4 Interested in Continuing Formal Education Programs

. Non-users who expressed an interest in furthering their education are most interested in high school and community college offerings. Forty percent indicate that they are interested in high school level courses, with credit courses preferred to non-credit in a ratio of five-to-one. Community college courses were almost as appealing (37 percent) and once again credit preferred to non-credit in a similar ratio. In comparison, university programs are less appealing to this group of potential students (23 percent), although here again there is an equally strong preference for credit courses. The actual program preferences are discussed in Chapter 6 of this report.

Figure 4.3, which shows the reasons non-users give for wishing to further their education, underscores the perceived relationship between education and employment. A third of the people asked say that they think more education would improve their job opportunities. And another 17 percent think that it would allow them to upgrade their job, although few actually require further education for their current job.



More personal motives also abound. Some 19 per cent would take courses for interest only; others want the satisfaction of obtaining a diploma. And many also see classes as a way of occupying time, or meeting new and old friends.

Those who express an interest in adult education are not thinking only of themselves. Although personal interests play a prominent role in their view, many recognize community needs too. To quote just a few general comments:

> *"The opportunities should be there for every adult to be able to further their education or their general interests . . . Such opportunities in _____ are difficult to find."*
>
> *"It's something the community strongly needs, preferably in the winter. Come up here and you'll know why we don't want to take courses in the summer."*
>
> *"Human pace in today's world is a fast one. Continuing education is always welcome for adults to get ahead."*
>
> *"It would be nice to have it in our community because there is alot to be learned."*

4.5 Summary Highlights

Almost half of the residents of Northwestern Ontario took the last of their formal education while still in their teens. But many, a slight majority in fact, would consider going back to further their education now. This chapter discussed both groups of non-users: those who would and those who would not go back to school.

- The reasons for not returning may be summed up as follows: not interested (26 percent); no courses available (20 percent); no interest in courses available (17 percent); lack of time (17 percent); other reasons such as on-the-job training (9 percent); disliked school (5 percent); lack of confidence (4 percent) and lack of child care (2 percent).
- Those with no interest in returning are for the most part satisfied with their present level of education (37 percent); have other commitments (22 percent); lacked confidence (17 percent); or have some other reason, i.e. feeling that they were too old (19 percent).
- Those interested in further schooling are thinking most often of taking high school (40 percent) or community college courses (37 percent) for credit. Only 23 percent would consider a university course.
- The reasons given for wanting further education are primarily job related, either to improve their opportunities (34 percent) or for upgrading (17 percent). Other motives include obtaining a diploma: high school (10 percent), community college (9 percent), and university (8 percent), and for interest only (19 percent).

Chapter 5

COMMUNITY PERCEPTIONS OF ACCESSIBILITY TO EDUCATION RESOURCES

5.1 Introduction

Contact North/Contact Nord is designed to enhance the access to education of people in Northwestern Ontario through collaborative institutional efforts at the technical infrastructure and delivery levels. Access is referred to throughout both the stated objectives and principles of Contact North/Contact Nord. Indeed, access is the primary purpose for this distance education initiative as the selected examples below demonstrate, [8]

Objectives

> 1) To improve access to formal educational opportunities at the secondary and post-secondary level for residents of Northern Ontario.
>
> 2) To establish a long-term capacity to improve access to other training and informal educational opportunities . . . .

Fundamental Principles

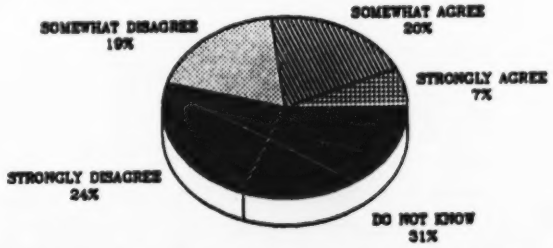
> 1) To support the individual educational endeavours of the residents of Northern Ontario in gaining access to and utilizing the educational opportunities available throughout Ontario . . . .
>
> 4) Recognizing that the Ontario Government is funding the operating costs for Contact North/Contact Nord, students taking secondary or post-secondary courses through Contact North/Contact Nord must not be required to pay any additional fees, beyond the normal course fee charged by the institution delivering the course.

Accessibility is a complex concept that involves minimizing geographic, social, cultural, and technical barriers to formal educational resources. From one perspective, accessibility can be simply measured as a quantitative variable - number of people taking distance education courses. Accessibility can also be viewed as broadening the course offerings for a given group of users. Both views on accessibility can be achieved separately or simultaneously. Another perspective on accessibility looks at the degree to which communities have a voice in determining the nature of the formal education that is offered. Accessibility is thus measured as the degree of community feedback into types of courses, course content and delivery modes. This chapter provides data on how Northwestern Ontario residents perceive accessibility to formal educational resources prior to the full-scale implementation of Contact North/Contact Nord.

5.2 Accessibility as Opportunity to Determine Course Delivery

Figure 5.1 illustrates the amount of agreement with the statement *"Adults in my community have opportunities to decide the way courses are delivered."* Almost half of the residents indicate that they do not perceive that adults have opportunities to determine the way formal educational courses are delivered in their communities. At the same time, about one-third of Northwestern Ontario residents state that they do not know if people in their community can make decisions about the way courses are delivered.

Figure 5.1

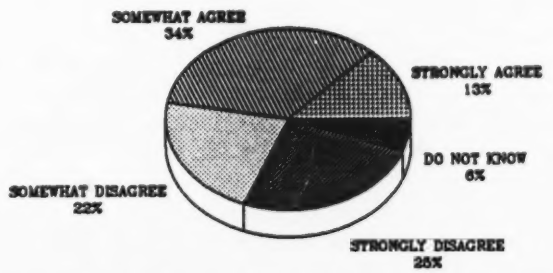


PERCENTAGE OF COMMUNITY RESIDENTS WHO PERCEIVE THAT THERE ARE OPPORTUNITIES TO INFLUENCE THE WAY COURSES ARE DELIVERED

5.3 Accessibility as Opportunity to Obtain Courses

Respondents to the questionnaire were asked to indicate the extent to which they agree with the statement: *"Adults who what to further their education, find plenty of opportunity in my community."* When the categories are combined there are an equal number of people who agree and disagree with the statement. Very few people state that they do not know what educational opportunities are available in their community. While Northwestern Ontario residents demonstrate awareness of existing educational opportunities, nearly half indicate that there simply are not enough opportunities.

Figure 5.2



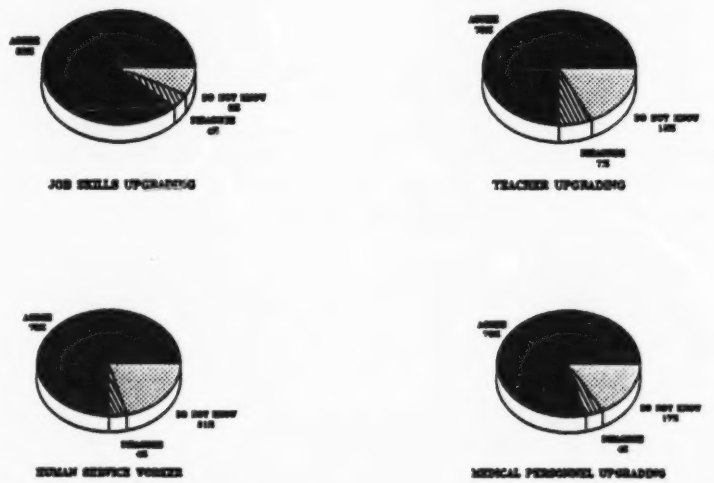
PERCENTAGE OF ADULTS WHO PERCEIVE THEIR COMMUNITY AS OFFERING OPPORTUNITIES TO FURTHER THEIR EDUCATION

5.4 Accessibility as Opportunity for Specialized Courses

Figure 5.3 consists of four pie charts that indicate the perceived need for further job related training; job skills for the population at large, and for teachers, human service workers and medical personnel.

An overwhelming 88 percent say that more general job skills training is needed; at least three-fourths see a need for upgrading for professionals too. Northwestern Ontario residents hold strong opinions that more educational training is necessary. They are clearly not satisfied with the current levels of training for teachers, human service workers, and medical personnel. Likewise, they see the need for job skills upgrading as a dynamic ongoing process. Attainment of formal knowledge is a prerequisite for regional development according to Northwestern Ontario residents.

Figure 5.3



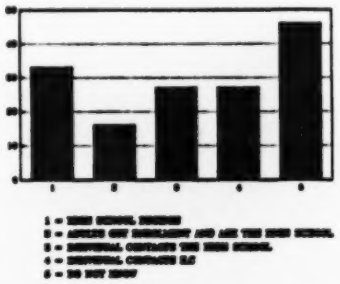
PERCENTAGE OF ADULTS WHO VIEW FORMAL EDUCATIONAL COURSES AS NECESSARY FOR PROFESSIONAL UPGRADING

5.5 Accessibility as Locus of Decision-making

The following three graphs Figures 5.4 - 5.6 indicate how residents believe decisions are made about course offerings at the high school, college and university levels. While Figure 5.1 illustrates that Northwestern Ontario residents are aware of the kinds of educational opportunities their community offers, these three figures show that residents are largely unaware of how decisions are made about the formal educational offerings in their communities.

Figure 5.4 shows how Northwestern Ontario residents believe decisions are made about courses to be offered for adults in their communities at the high school level.

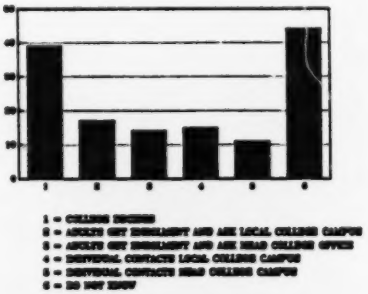
Figure 5.4



RELATIVE FREQUENCY OF VARIOUS MEANS FOR A COMMUNITY TO DETERMINE HOW HIGH SCHOOL COURSES WILL BE OFFERED

At a glance it is apparent that the highest response to this question was *"Do Not Know."* Clearly, people in the survey communities are not well informed about how decisions about secondary level adult education courses are made. The second highest response was *"the high school decides."* In other words, when people do know, they most frequently respond by indicating someone else makes the decision. In this case, the someone else is the high school. Residents who contact the high school about a certain course do so most often as individuals rather than as part of a group.

Figure 5.5

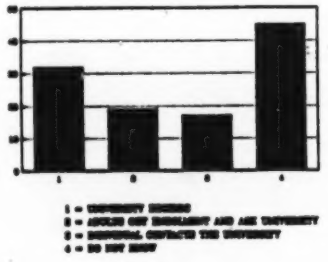


RELATIVE FREQUENCY OF VARIOUS MEANS FOR A COMMUNITY TO DETERMINE HOW COLLEGE COURSES WILL BE OFFERED

Figure 5.5 summarizes residents statements about decisions on community college course offerings in their communities. Once again, the most frequent response is that they do not know how these decisions are made. Likewise, if they do know, they indicate that someone else makes the decision. In this case, the someone else is the college.

Similarly, Figure 5.6 summarizes the respondents views about who decides on what university courses are offered in their hometown. Again,

Figure 5.6



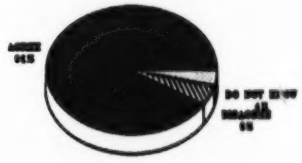
RELATIVE FREQUENCY OF VARIOUS MEANS FOR A COMMUNITY TO DETERMINE HOW UNIVERSITY COURSES WILL BE OFFERED

most Northwestern Ontario residents do not know how course offerings are set. Likewise, when they do know they perceive that the university makes the decision.

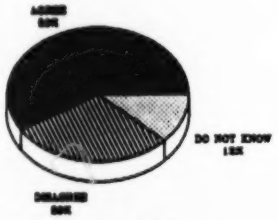
5.6 Accessibility as Community Feedback to Educational Needs

The series of pie charts that make up Figure 5.7 show that Northwestern Ontario residents are very certain that they should be involved in deciding what courses are offered and how they are delivered. Over half of the residents also indicate that adults should have a say in the content of courses.

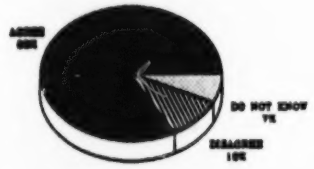
Figure 5.7



INPUT IN WHAT COURSE



INPUT IN COURSE CONTENT



INPUT IN WAY COURSE DELIVERED

PERCENTAGE OF RESPONDENTS WHO STATE STUDENTS SHOULD HAVE A SAY IN WHAT COURSES ARE OFFERED, IN COURSE CONTENT, AND IN WAY COURSES ARE DELIVERED

When comparing the opinion represented in the first pie chart of Figure 5.7 *"Input In What Courses"* with those in Figures 5.4 - 5.6, which indicate how people think such decisions are actually made; the difference is striking. Ninety-one percent of Northwestern Ontario residents want input into **what** courses are offered in their communities. In addition, 83 percent indicate their desire to have input into the **way** courses are delivered. Northwestern Ontario residents are also 59 percent certain that they would like input into **selection of course content.**

5.7 Summary Highlights

- Northwestern Ontario residents perceive that they presently have very little impact on decisions about courses in their communities at all educational levels. Only 7 percent of the residents of Northwestern Ontario strongly agree that adults in their communities have opportunities to decide the way courses are delivered. Almost one-third (31 percent) indicate that they *"do not know"* whether adults have opportunities to have input.
- While Northwestern Ontario residents demonstrate awareness of existing educational opportunities, nearly half indicate that there simply are not enough formal education options in their communities.
- Attainment of further formal education training is viewed as a prerequisite by Northwestern Ontario residents.
- Between 40-50 percent of Northwestern Ontario residents state that they do not know how decisions are made about what high school, college, and university courses are offered in their communities. Between 30-40 percent of Northwestern Ontario residents indicate that the decisions are made by the educational institution offering the course. At the college and university levels, less than 20 percent of Northwestern Ontario residents perceive that they can effect decisions made about course offerings. At the high school level, residents are more certain (38 percent) that they can impact on course offerings by contacting the local high school or the Independent Learning Centre.
- Northwestern Ontario residents strongly indicate that they want to have a voice in their educational options - in deciding the type of courses, the way the courses are delivered, and even course content.

CHAPTER 6

IMPLEMENTATION OF CONTACT NORTH/CONTACT NORD

6.1 Introduction

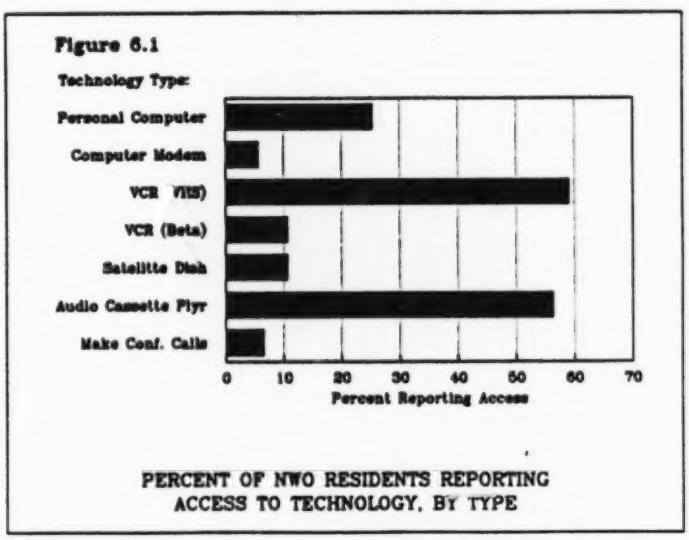
There are a wide variety of technological options available for delivering distance education programs. This chapter provides information on the kinds of technologies that Northwestern Ontario residents currently use. The best technological *"mix "* for delivering courses are discussed, and opinions about the best methods of making the public aware of the new network are summarized.

In recognition of the multi-lingual nature of Northwestern Ontario's society, an overview of the language preferences of potential students is included here. The chapter ends with a summation of courses and programs which residents would like to see Contact North/Contact Nord offer at each educational level.

6.2 Communications Technology

Through radio and television, the word *"network"* has come to be associated with technology. And, certainly, technology is a key element in the case of Ontario's distance education network. Contact North/Contact Nord works with local boards of education and various community colleges and universities throughout the province in delivering distance education via high-tech audio and video equipment.

Telecommunications technology is comparatively new in much of Northwestern Ontario; for example, as recently as 1980 the CRTC's Therrien Commission characterized this part of the province as *"underserved"* in terms of television.[9] Once available, however, new technologies are quickly adopted. Satellite receiver dishes are a case in point. In the span of just one year, 1981, these receivers were erected in remote and isolated communities across the region, as they were throughout the Canadian north. Called *"Johnny's Hats"* locally, the dishes made use of television commonplace.



PERCENT OF NWO RESIDENTS REPORTING ACCESS TO TECHNOLOGY, BY TYPE

A measure of the present-day market penetration of various technologies in Northwestern Ontario is to be seen in Figure 6.1. This gives the percent of residents reporting ownership or personal accessibility to different types of communication equipment that may be used in delivering distance education courses. Almost six out of every ten say that they have use of a VHS type VCR; Beta format is less popular, but still one in ten use this type of machine. Audio cassette players are in the hands of well over half of the population. And personal computers are available to one-quarter, although the component which would allow for interactive use, a computer modem, is not as common. Less than six percent of the people report using a modem, slightly less than 7 percent who make conference calls. Satellite receiving dishes — which were the cutting edge of telecommunications technology in the north (despite the high cost and, for a time, ambiguous legal status) — are now available to about a tenth of the population.

Ownership and/or personal accessibility to various technologies is analyzed by highest level of formal education and by sex. Table 6.1 outlines this relationship with education as the independent variable.

TABLE 6.1: LEVEL OF EDUCATION BY OWNERSHIP/PERSONAL ACCESSIBILITY TO TECHNOLOGIES APPLICABLE IN DISTANCE EDUCATION BY PERCENT

	Micro Computer	Computer Modem	VCR VHS	VCR BETA	Satellite Dish	Audio cassette	Conference Calls
Grade School	10%	0%	49%	23%	20%	60%	0%
Some High School	19%	3%	73%	19%	16%	61%	2%
Grade 12/13	41%	10%	78%	28%	20%	86%	10%
Trade, College	42%	11%	81%	9%	16%	79%	23%
Some University	43%	17%	62%	23%	29%	100%	0%
University Degree	60%	27%	82%	22%	15%	86%	26%

Ownership/and or personal accessibility to microcomputers is significantly related to education level. Persons with a university degree are six times more likely than those who have a grade school education to report use of a microcomputer. Ownership and/or personal accessibility to a computer modem is also highly correlated with education level. Residents with a university degree are twenty-seven times more likely to report use of a computer modem than those with a grade school level education. Likewise, people with a university degree are almost three times more likely to use a computer modem than those with a Grade 12/13 high school diploma.

This research indicates a clear linkage between education level and ownership and/or personal accessibility to various technologies, subsequent research should focus on determining the reasons for the distinction. Is the issue one of money? Do people with higher levels of education have more financial resources available to pay for microcomputers and a modem; or do people with higher levels of education work in settings where these technologies are more readily available for personal use? Likewise, the question can be raised as to whether there is a correlation between attained level of education and level of understanding of computer and/or modem use.

Satellite dishes and audio cassette recorders are not significantly related to attained education level. The similarity in useage of satellite dishes across all education levels adds weight to the argument that money is not the only determining factor for the distinction in ownership and/or personal accessibility to microcomputers by education level. In fact, people with a grade school level of education are slightly more likely to own and/or have personal accessibility to a satellite dish than those with a university degree.

Conference calls are most frequently made by people with a trade, college diploma, or university degree. Subsequent research should focus on whether useage is related to cost, acceptance and/or understanding of use the conference calls.

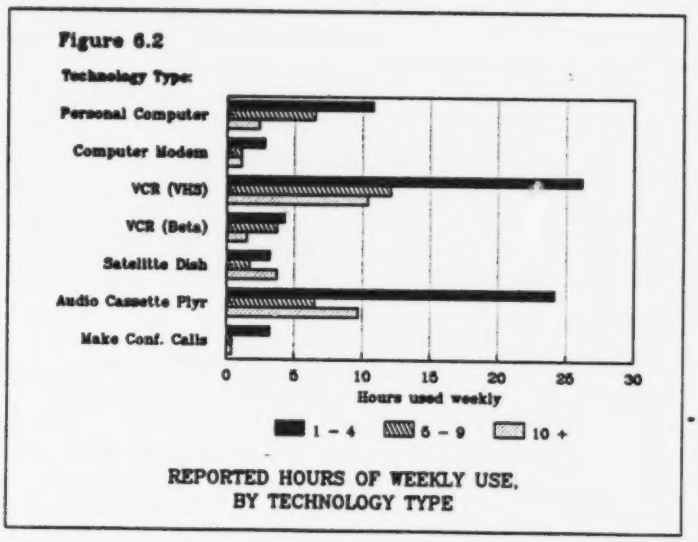
Table 6.2 illustrates the relationship between types of technologies and age.

TABLE 6.2: AGE BY OWNERSHIP/PERSONAL ACCESSIBILITY TO TECHNOLOGIES APPLICABLE IN DISTANCE EDUCATION BY PERCENT

	Micro Computer	Computer Modem	VCR VHS	VCR BETA	Satellite Dish	Audio cassette	Conference Call
18 - 24	19%	6%	80%	10%	29%	71%	10%
25 - 34	32%	6%	78%	26%	16%	87%	15%
25 - 44	48%	16%	74%	22%	14%	76%	10%
45 - 65	30%	4%	69%	11%	12%	63%	11%
65+	33%	12%	54%	0%	11%	80%	0%

The table illustrates that age is less significant in determining ownership and/or personal accessibility to various technologies than was education level. Microcomputers are less likely to be personally available to persons 18-24 than to older adults. Heaviest use of computer modems is by adults aged 35-44. VCR ownership and/or personal accessibility among adults declines with age. Eighteen to twenty-four year olds are almost three times more likely to own or have personal accessibility to a satellite dish than persons 45 or older; and two times as likely as persons age 25-44. Audio cassette recorders are similarly used across all age categories. People sixty-five and older do not report any use of conference calls.

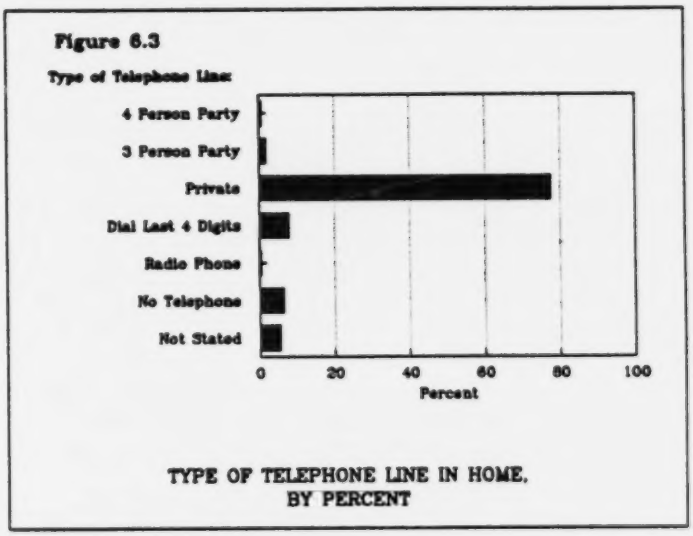
Related to access, of course, is frequency of use. Figure 6.2 displays the weekly hours of use for each technology mentioned above. Naturally the percentages in this figure parallel those in Figure 6.1, with the largest number of users reported for the most popular types of equipment. In most cases, use is a moderate 1 to 4 hours.



REPORTED HOURS OF WEEKLY USE, BY TECHNOLOGY TYPE

Telephone connections are of great importance for delivery of courses over the Contact North/Contact Nord system. They will provide the *"interactive"* element vital for effective learning. Indeed some state-of-the-art technologies like the Telewriter II, which allow two-way transmissions of images, require telephone lines in order to work.

As with other forms of telecommunications, the history of the telephone in Northwestern Ontario is somewhat checkered. On one hand, a telephone switchboard was installed in Port Arthur in 1884, making it one of the first places in the country with an exchange. That system has grown and been modernized over the years. However, the authors understand that other communities in the region function with systems installed in the 1930's, and not updated since. And many places had no telephone service at all until the late 1970's, although they now have very sophisticated systems. Even so some Indian Reserves can be reached only through operator assisted calls via radio phone. Of course, multi-party lines and radio phones can be impediments to conference calls or the use of technologies like computer modems and image transmitting *"telewriters."*

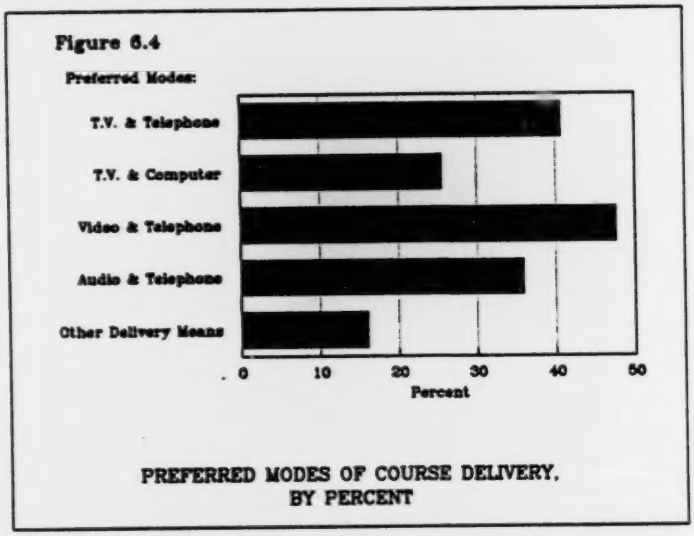


Although more than three-quarters of all residents in the region outside of the City of Thunder Bay have private telephone lines (see Figure 6.3), the continued use of other, less technically compatible, types of lines is apparent. Most frequently cited (by 8 percent) were phones requiring only that the last four digits be dialed. These are found in communities where the number of phones in service does not require multiple exchanges. Party lines, familiar to rural residents across Canada, are still to be found in Northwestern Ontario too. They are not common, however; less than two percent of the population share their phone line with other households. About six percent of the homes had no telephone service at all.

6.3 Preferred Modes of Distance Education Delivery

People have well defined views about how they would prefer to take a course if it is to be delivered by marrying one technology with another. Figure 6.4 blocks these out graphically. The suggested option most favoured was to deliver courses using video cassette tapes along with written materials supported by telephone calls with the instructor and other students. Over forty-seven percent report, as one put it, that this combination *"offers the most versatility."* The comparable suggestion that courses be delivered via television with written materials and telephone conference call support is viewed positively by forty-one percent of the region's residents. Audio tapes mixed with print and telephone components are also strongly favoured (36 percent). The

comparable suggestion that courses be delivered via television with written materials and telephone conference call support is viewed positively by forty-nine percent of the region's residents. Audio tapes mixed with print and telephone components are also strongly favoured (36 percent). The conference call component is good, according to one advocate of video or audio tape delivery, only *"if you didn't have to pay for the calls."* One in every four people indicate that television programming, with a written package and interactive computer exchanges was also a viable option.



Despite the strong interest shown in each of the technology based delivery modes, a real concern emerged when people were asked to specify *"other ways that you would like to see courses delivered in your community?"* The following comments capture the repeated concern:

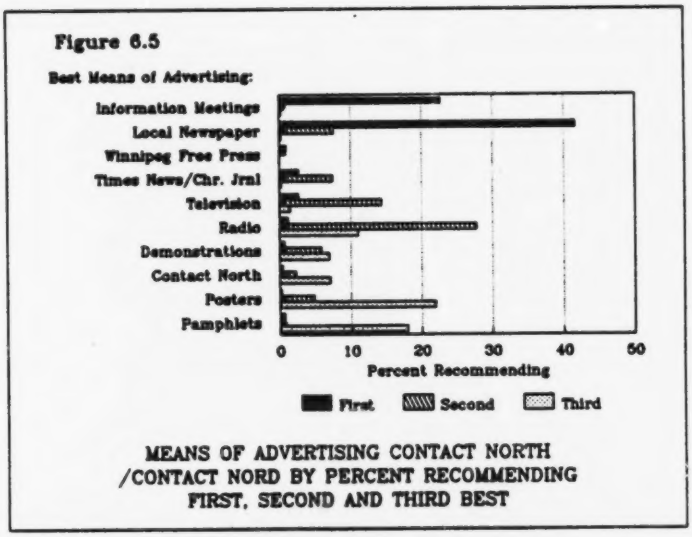
> *"My experience with correspondence courses has been with the University of _____. There is very little personal interaction, and a student's attention "gets lost" and (sic) looses initiative. There must be ongoing dialogue between the instructor and the student."*
>
> *"I prefer the classroom with instructor and interaction with participants."*
>
> *"Course taught by instructor in person using TV and video cassettes etc."*
>
> *"I need to have an instructor always. I would need to be in a school type atmosphere."*

The words of one respondent capture — and sum up — these feelings well: *"Why not in the normal lecture format with room for discussion? Why video everything?"*

6.4 Increasing Public Awareness of Contact North/Contact Nord Services

Since the service is new, public awareness must be a priority for Contact North/Contact Nord. Respondents were asked to recommend three ways to accomplished this objective. One person writes: *"If someone is interested, they will find out by making inquiries".* But most people advocate a proactive approach. Their suggestions are shown in Figure 6.5, which indicates the frequency a given strategy is cited as first, second or third best. At a glance, it is apparent that advertising in the local newspaper is seen as most effective by forty-one percent of the people. One person even had an idea where the ad should go in the paper: *"Place an 'ad' in T.V. listings*

(everyone looks into the T.V. schedule)!" The two Thunder Bay papers, the Times News and the Chronicle Journal, although they are widely distributed throughout the region are not seen as good spots to advertise; even less so, the Winnipeg Free Press, available in the western-most communities.



"Talk to high school students" and give *"presentation to groups, employers, etc."* - in other words holding information meetings is the best first strategy in the view of twenty-three percent of respondents. This is a format that residents report as particularly helpful in learning about university programs.

Radio and television advertising were the most popular secondary options, with the former media preferred by a margin of almost two to one. This is not surprising since there are local radio stations in Kenora, Fort Frances, Dryden and Marathon as well as the twenty-six community radio stations affiliated with the Wawatay Radio Network. Television, however, originates only in three centres — Thunder Bay, Kenora and Sioux Lookout. [10]

Posters are seen as a viable alternative — ranked third by nearly twenty-two percent, with Employment and Immigration offices and hotel billboards noted as good places for them. Having *"flyers delivered to house"* also appeals to people. About seven percent suggest that Contact North/Contact Nord personnel should have a role to play in raising awareness. For example, they suggest *"having 'open house' night."* Almost as many indicate demonstrations would work: *"tours of facilities"*, and *"show successful students."* The latter idea is quite to the point, especially in small towns. As a couple of individuals note on their survey, the best advertising is *"word of mouth"* and having *"happy students."*

6.5 Languages Preferred for Course Delivery

English is the language of instruction most preferred by residents of Northwestern Ontario. Just about 94 percent indicate this to be their choice, while 4 percent opt for courses in French. Of the non-official languages Finnish, Italian, Portuguese and Dutch are mentioned. However, of the nearly two percent who wish another tongue, most ask for Cree and/or Ojibway. This bears out the comment of one individual who said they *"Would like to see classes set up in an Indian Reservation. More people would be interested".*

And another adds: *"I have strong concerns that the needs of communities north of the rail line are not being . . . met. The further north you go, the greater the need for distance education. Small population base is a poor excuse for avoiding a community when the percent or degree of need is significantly higher. Native language is the first language in these communities."*

6.6 Courses Desired at High School, Community College and University Levels

All respondents, regardless of whether they themselves had ever undertaken to study as adults, were invited to suggest courses that they thought should be offered through Contact North/Contact Nord. The result is a lengthy and imaginative list of possibilities.

For the sake of coherence the suggestions of those who have previously taken high school courses is given first. These are followed, in turn, by the offerings of people with college and then university experience. And finally the suggestions from residents who have not taken any courses are introduced.

Those who have already taken high school courses mention the need for the following high school level courses. These are listed according to the frequency cited: computer word-processing (32 percent); computer programming (30 percent); vocational courses (20 percent); and mathematics (also 20 percent). Science courses, both social sciences and so-called *"hard"* sciences like biology are cited by 17 percent of those answering the high school supplement. And both English and French language courses are mentioned by 13 percent. As for the *"written in"* list of suggestions, the following seem to fall outside of all the above categories: Ojibway language, art and music, cooking, driver's training, working with handicapped children, and photography.

At the community college level, business and communications courses such as word processing and accounting are seen as desirable by the largest number (24 percent) of people. Second most often mentioned (by 18 percent) are technology courses such as engineering. Third on the list are health science courses (14 percent), followed in descending order by general adult training programs (11 percent), applied arts (9 percent) and outreach programs (7 percent). The college *"wish list"* includes a mix of vocational and general interest courses. Among the former are interior decoration and design, teacher's aid training, electronics, and mining. While the latter include photography, stock market investing, oil and water colour painting, upholstery work, woodworking, and reflexology.

When it comes to university courses, the survey verifies that primary and secondary level teachers (or those aspiring to teach) form a large segment of the potential distance education student population. This is apparent in the number of people who cite undergraduate courses in education (34 percent), professional upgrading for teachers (21 percent) or graduate courses in education as the credit programs they would most like to have offered. Business administration has a comparable appeal (22 percent). Social work is suggested by 15 percent, while graduate programs in arts are desired by 14 percent. Fine arts courses at 12 percent and courses in the social sciences and humanities at 11 percent also command interest. Of the other programs available at the university level, outdoor recreation (10 percent) and forestry (8 percent) are of greatest interest. Library technology is the only other program to be mentioned by more than five percent of those answering the university supplement. Specific requests are also made for courses on archeology, cartography, horticulture and drama.

Among those who have not taken any formal education since the age of eighteen, consideration of further schooling is mostly at the high school level.[11] The *"basics"* seem to have the greatest appeal; over 17 percent express an interest in English, 14 percent want mathematics and just about 10 percent are interested in science courses. History, geography and man in society courses are desired by 9 percent of this group. More applied courses would also prove to be

winners as the following findings indicate: computer programming (14 percent); computer word-processing (12 percent); and vocational courses like small engine repairs and electrical wiring (10 percent). The choices reflect a repeated message written on the survey forms: *"Whatever is necessary to get grade 10"* or *"Whatever I need to finish high school."*

Specific college level courses also appeal to individuals in this group. Business and communications courses, especially, are popular choices (made by 13 percent). Technology courses are also cited by 8 percent, with specific mention of aircraft maintenance and mechanical engineering. Adult training programs is the one other area where there is significant interest (8 percent). None of the remaining college courses attract over five percent of this group of respondents.

There is less interest in university level courses among those who have not taken any formal education courses since age 18. Engineering is the only program to excite more than five percent — and then only by half a percentage point. Business administration, forestry and the general arts each get the nod of 5 percent. All other possibilities appeal to less than four percent. In sum, their focus on high school and college courses suggests that these people see Contact North/Contact Nord as a means of *"picking up where they left off"* their formal education.

6.7 Summary Highlights

Successful implementation of the Contact North/Contact Nord network depends on good technical hardware. Just as it depends on people — those designing and delivering courses and potential students with their particular wants and needs. This chapter has looked at certain aspects of both the technical and human side of the network's implementation. The main findings are summarized in point form below:

- Northwestern Ontario residents have been quick to adopt technologies as they become available. The following technologies applicable to distance education are available to the percentage of people indicated: personal computers (25 percent); computer modems (6 percent); VCR-VHS (59 percent) and Beta (11 percent); audio cassette recorders (56 percent); and, satellite receiver dishes (10 percent). In addition 7 percent indicate that they take part in conference phone calls on occasion.
- Most preferred of the possible ways of delivering courses is video cassette tapes, combined with print materials and supporting teleconference phone calls (47 percent). Delivery via television signal, with print and telephone calls appeals to 41 percent. Audio tapes mixed with print and telephone components is favoured by 36 percent. Next best is video and print packages supported by interactive computer exchanges (25 percent).
- Increasing public awareness of the network can be accomplished best, 41 percent of respondents thought, through advertising in local newspapers (but not in the Thunder Bay or Winnipeg newspapers). Radio advertising on local stations is the most popular secondary option (by 28 percent), with posters seen as the third best alternative (22 percent).
- English is the language preferred by about 94 percent, with French the choice of 4 percent, and Cree or Ojibway required by almost 2 percent.
- The range of courses residents want Contact North/Contact Nord to offer depends, as one would expect, in large measure on their previous education. Those who finished their formal education before the age of 18 are most interested either in finishing high school or taking vocational training at the college level. Those who have taken high school courses already are most interested in vocational courses. Whereas for college students, past or present, there was a desire for both vocational and general interest courses. At the university level interests seem to be career related. The reader is directed to Section 6.6 where the variety of requests are given in detail.

POSTSCRIPT

While research reports normally end with conclusions and recommendations, this one does not. Rather it is the beginning, as our title The Dawn of High-Tech Education in the North suggests.

This report is a benchmark, from which the authors and others can go on to document how communities in Northwestern Ontario are affected by the introduction of a large-scale distance education network.

The data provides the foundation to address impact questions such as the following.

- How will the special demographic features of Northwestern Ontario affect the delivery of formal education to residents?
- How will the patterns of utilizing formal education resources change with the full-scale implementation of Contact North/Contact Nord?
- How and will current non-users interface with Contact North/Contact Nord?
- Who will be the users of the distance education network?
- Will distance education programming change the accessibility of formal education resources for Northwestern Ontario residents?
- In what ways, if any, will accessibility be enhanced through Contact North/Contact Nord?

In order to answer these and the many other questions that come to mind, the authors plan a follow-up research study that measures the impact of Contact North/Contact Nord in the communities of Northwestern Ontario.

ENDNOTES

[1] Contact North/Contact Nord, *"Institutional Access and User Charges"*, Fall, 1987. The user fee charge policy reads as follows: 1. An institutional user fee and long distance charges for all users may be established, however, Ontario government supported educational institutions will pay no user or long distance charges in 1987/88 and 1988/89 for educational (as opposed to administrative) use of Contact North/Contact Nord. and 2. Use of Contact North/Contact Nord by educational institutions for administrative purposes, and use of any kind by non-profit organizations not covered by item 1, will be charges line costs plus a cost recovery administrative fee.

[2] Funding and structures have been put into place that reinforce interuniversity cooperation in the design and production of courses. For example, Laurentian University and Lakehead University are developing a BScN degree together for post-diploma registered nurses. And Waterloo University and Lakehead University are currently working on joint certificate programs in Environmental Assessment and Tourism Management.

[3] Quoted in Lakehead Living, Wednesday, October 22, 1986, Vol. 14, no. 42, p. 1.

[4] The number of young people 18-24 in the population is calculated by adding two-fifths of those 15-19 to the 20-24 group. This is necessary because the figures for census districts are published by five year age groups; yet, 18 and 19 year olds are included in the voter registration lists and thus in the sampling frame and in the resulting sample.

[5] The Labour Force, Unemployment Estimates by Economic Region, March 1988, Economic Region 592 includes all of Thunder Bay and Rainy River Districts and the Southwestern portion of Kenora District (but excludes the coastal Cree communities).

[6] Computed from 1986 Census data; the adult population (18 years and older) in Northwestern Ontario, outside of the City of Thunder Bay, is 82,578. See Endnote #4 for further understanding of the computations.

[7] These numbers are calculated by taking 58 percent of the 25 percent of the adult population in Northwestern Ontario who report having taken college level courses; and taking 45 percent of the 16 percent of the adult population who report enrollment in university courses.

[8] Identified throughout a number of introductory statements by Contact North/Contact Nord, 1987-1988.

[9] Canadian Radio-television and Telecommunications Commission. The 1980'S: A Decade Of Diversity. Report of the Committee on Extension of Services to Northern and Remote Communities. (Hull,Ontario: Canadian Government Publishing Centre), 1980.

[10] Cable television systems serve serveral towns in the region, but these community channels do not accept paid advertisements.

[11] To be consistent, the percentages indicating the preference of both users and non-users are based on the total numbers in each category; not in the non-users' case, just of those who would consider returning to school. In Chapter 4, where indicated, this group was dealt with as a subsample.

REFERENCE LIST

FOR DEVELOPMENT OF CONTENT STRUCTURE

OF SURVEY INSTRUMENT

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3. Haaland, Bonnie, "In Pursuit of Self: The Values Of The Post-War Baby Boom Generation And The Implications For Continuing Education," Canadian Journal of University Continuing Education, Vol. XII, No 2, October, 1986, pp. 57-72.
4. Mugridge, I. and Kaufman D., editors, Distance Education In Canada, (London: Croom Helm Ltd.), 1986.
5. Thornton, John A. and Schell, Bernadette, "Attitudes Toward A University Education by Northeastern Ontario Residents: Implications For Continuing Education Administrators," Canadian Journal Of University Continuing Education, Vol XII, No 2, October, 1986. pp. 43-56.

APPENDIX I

Community: _____

Interviewer: _____

Date of Interview: _____

CONTACT NORTH/CONTACT NORD

Northern Ontario Distance Education Survey

The purpose of this survey is to assess the need for the delivery of credit and non-credit formal education courses to your community via Contact North/Contact Nord. Contact North/Contact Nord is an Ontario provincial government pilot project designed to improve access to education opportunities for people living in Northern Ontario communities. As a resident of a Northern Ontario community, you have been randomly selected to participate in this education survey.

PLEASE TURN PAGE TO BEGIN QUESTIONNAIRE.

OPINIONS ABOUT FORMAL EDUCATION

1. Please indicate the degree to which you either agree or disagree with each of the following statements. **PLEASE CHECK THE ANSWER WHICH MOST APPROPRIATELY EXPRESSES THE WAY YOU FEEL.** Adults refer to all persons 18 years of age and older.

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	Don't Know
Adults, who want to further their education, find plenty of opportunities in my community.					
Only adults *"in the know"* find out what courses are available in my community; other adults miss out because there is too little publicity.					
The educational opportunities for adults in my community are about the same as they would be in other places in Ontario.					
Adults in my community have opportunities to decide the way courses are delivered in my community.					
Adults in my community want a wider choice of courses.					
Adults in my community need more educational programs targeted for enhancing job training skills.					
Teachers need courses to upgrade their qualifications.					
Human service workers need courses to upgrade their qualifications.					
Medical personnel need courses to upgrade their qualifications.					
Having courses for adults improves the *"quality of life"* in my community.					
Evening courses give people *"something to do."*					
Attending courses helps keep adults informed.					
Attending courses helps keep adults in the community in touch with one another.					

COMMENTS. Are there any additional comments that you would like to make about education for adults in your community?

_____

_____

_____

OPPORTUNITIES FOR FORMAL EDUCATION

2. Are persons 18 years of age and over able to take high school courses in your community? **CHECK AS MANY AS MAY APPLY.**

	Credit Courses	Non-Credit Courses	Don't Know
During the day at the local high school.			
During the evening at the local high school.			
Through the Ministry of Education Independent Learning Centre (ILC)*.			
Other, please specify.			

* These courses were formerly referred to as Department of Education Correspondence Courses.

3. How are decisions made about high school courses offered to persons 18 years of age and over? **CHECK AS MANY AS MAY APPLY.**

The high school decides what courses they will offer.	
Adults who are interested in a course get the necessary enrolment together first, and then ask the high school to offer the course.	
An individual contacts the high school on his/her own to request a course.	
An individual contacts the Ministry of Education Independent Learning Centre (ILC)*.	
I don't know.	
Other, please specify.	

* These courses were formerly referred to as Department of Education Correspondence Courses.

4. Are persons 18 years of age and over able to take community college courses in your community? **CHECK AS MANY AS MAY APPLY.**

	Credit Courses	Non-Credit Courses	Don't Know
Through a distance education college program.			
As continuing education offered at a local college campus.			
Other, please specify.			

5. How are decisions made about community college courses offered to persons 18 years of age and over? **CHECK AS MANY AS MAY APPLY.**

The community college decides what courses they will offer.	
Adults who are interested in a course get the necessary enrolment together first, and then contact a local college campus to request the course be offered.	
Adults who are interested in a course get the necessary enrolment together first, and then contact the head college office to request the course be offered.	
An individual contacts a local college campus on his/her own to request a course.	
An individual contacts the head college office to request a course be offered.	
I don't know.	
Other, please specify.	

6. Are persons 18 years of age and older able to take university courses in your community? **CHECK AS MANY AS MAY APPLY.**

	Credit Courses	Non-Credit Courses	Don't Know
Through classes with instructors.			
Via T.V. Ontario.			
Through audio/video cassette plus instruction via telephone from _____ University.			
Via correspondence from _____ University.			
Other, please specify.			

7. How are decisions made about university courses offered to persons 18 years of age and over? **CHECK AS MANY AS MAY APPLY.**

The university decides what courses they will offer.	
Adults who are interested in a course get the necessary enrolment together first, and then contact the university to offer the course.	
An individual contacts the university on his/her own to request a course.	
I don't know.	
Other, please specify.	

8. COMMENTS. Are there any additional comments that you would like to make about existing education opportunities for adults in your community?

_____

_____

COMMUNICATION TECHNOLOGY

Contact North/Contact Nord will support local boards of education and various community colleges and universities throughout the province in delivering distance education courses in your community. These courses will frequently be delivered via high-tech audio and visual equipment.

9. Please indicate if you currently own or have ready access to any of the following types of communication equipment. If you do, please estimate how many hours each week you would use each of these kinds of equipment.

	Yes	No	1-4hrs	5-9hrs	10+	Never
personal computer						
computer modem						
VCR-VHS						
VCR-BETA						
Satellite Receiver Dish						
Audio Cassette Recorder						
Make Conference Calls (Indicate Use)						
Other, please specify.						

10. If you were to continue your education, would you be interested in taking courses delivered in any of the following ways. **PLEASE CHECK AS MANY AS MAY APPLY.**

Course delivered via TV with written materials supported by telephone conference calls with the instructor and other students.	
Course delivered via TV with written materials supported by computer conference calls* with the instructor and other students.	
Course delivered via video cassette tapes with written materials supported by telephone calls with the instructor and other students.	
Course delivered via audio cassette tapes with written materials supported by telephone calls with the instructor and other students.	
Please indicate any other ways that you would like to see courses delivered in your community. Please be as specific as possible.	

*Computer conference calls allow for an exchange of information via a computer terminal connected by a modem to a communications system.

THE LEARNING ENVIRONMENT

11. Please indicate the degree to which you agree or disagree with each of the following statements. The term *student* refers to adults who are eighteen years of age or older.

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	Don't Know
Students should have a say in what courses are offered.					
Students should have access to up-to-date technology to further their education.					
Students should have a say in the way a course is delivered.					
Students learn best at their own pace.					
Students should have a say in what course content should be.					
Student education opportunities are enhanced by distance education (without a face-to-face instructor).					
Student learning is enhanced by face-to-face interaction with an instructor.					
Student learning is enhanced when instruction is provided in a group setting.					
Student learning can be enhanced by technology.					
Student learning is enhanced by interaction with other students in a classroom setting.					

COMMENTS. Are there any additional comments you would like to make about adult student involvement in the learning process?

_____

_____

_____

INCREASING PUBLIC AWARENESS OF CONTACT NORTH/CONTACT NORD SERVICES

12. What are the three best ways to make people in your community more aware of the services offered by Contact North/Contact Nord? **PLEASE CHECK THE THREE BEST CHOICES.**

Public information meetings in your community.	
Advertisements in the local newspaper _____.	
Advertisements in the Winnipeg Free Press.	
Advertisements in the Thunder Bay Times-News or Chronical Journal.	
Advertisements on television.	
Advertisements on radio.	
"Hands-On" public demonstrations of the various technologies in operation.	
Media Coverage (i.e. interviews with Contact North/Contact Nord personnel.)	
Bulletin boards at the Post Office, library, grocery store, etc.	
Pamphlets describing Contact North/Contact Nord.	
Other, please specify.	

BACKGROUND INFORMATION

13. Please indicate the amount of education that you have completed. **PLEASE CHECK AS MANY AS MAY APPLY.**

Grade school	
Some high school	
Grade 12 diploma	
Grade 13 diploma	
Trade (apprenticeship/training course certificate)	
Some community college credit courses	
Community college diploma	
Some university credit courses	
University diploma	
University bachelor degree	
University graduate degree	
Other, please specify.	

14. Please indicate your gender.

Male	
Female	

15. What is your age?

_____ years.

16. Please indicate which of the following best describes your present situation.

Employed full-time outside of the home.	
Employed part-time, year round outside of the home.	
Employed seasonally outside of the home.	
Work full time at home.	
Permanent layoff.	
Temporarily unemployed.	
Retired.	
Other, please specify.	

17. If you are currently employed outside the home please indicate your typical work schedule.

Daytime work only. (between the hours of 7:00 a.m - 5:00 p.m.)	
Afternoon shift only. (between the hours of 3:00 p.m - 1:00 a.m.)	
Night shift only. (between the hours of 11:00 p.m. - 9:00 a.m.)	
Rotating swing shift.	
Other, please specify.	

18. Please indicate the type of telephone line that you currently have in your home.

4 person or more party line.	
3 person or less party line.	
Private line.	
Telephones that allow local dialing by last four digits.	
Radio telephone.	
Satellite-based telephone.	
No telephone in home.	

19. Please indicate how long you have lived in your community.

Less than one year.	
1-5 years.	
6-10 years.	
11 + years.	
Other, please specify.	

20. In which language would you feel most comfortable in taking formal education course(s)?

English	
French	
Other, please specify.	

CONTACT NORTH/CONTACT NORD

Northern Ontario Distance Education Survey

SUPPLEMENT FORM A - ADULT SECONDARY COURSES

Please fill out this form if you have taken either credit or non-credit high school courses.

1A. Please describe how you took secondary education courses as an adult. CHECK AS MANY AS MAY APPLY.

	Yes	No	Credit Courses	Non-Credit Courses
During the day at the local high school.				
During the evening at the local high school.				
Through the Ministry of Education Independent Learning Centre. (ILC)*				
Other, please specify.				

* These courses were formerly referred to as Department of Education Correspondence Courses.

2A. How did you learn about the secondary courses that you have taken? CHECK AS MANY AS MAY APPLY.

Community public information meetings.	
Advertised in the _____ newspaper. (Please specify.)	
Advertised in the _____ television station. (Please specify.)	
Advertised in the _____ radio station. (Please specify.)	
Posters hung in the post office, recreation hall, store, etc.	
Pamphlet or brochure received in the mail.	
By inquiring at the local high school.	
Other, please specify.	

3A. How many secondary school courses have you completed since you were 18 years of age?

____ course(s).

4A. Were there other high school courses you have taken, but have NOT completed?

Yes	
No	

If yes. can you briefly tell us what were the major obstacles for not completing the course(s).

_____

_____

_____

5A. When did you last take any high school course(s)?

1987/88 school year.	
1986/87 school year.	
1985/86 school year.	
Other, please specify.	

6A. Please check the ONE BEST ANSWER which best describes your reason for enrolling in the most recent high school course(s) you have taken.

Working toward a secondary diploma.	
Because the course(s) was required for my current employment.	
Upgrading for current employment.	
To improve job opportunities.	
For interest only.	
Something to occupy my time.	
An opportunity to meet people.	
To be with friends.	
Other, please specify.	

7A. Please indicate your level of satisfaction with each of the following factors as they pertain to the high school course(s) you have taken.

	Very Satisfied	Somewhat Satisfied	Not Satisfied
Cost.			
Location.			
Time course offered.			
Course content.			
Instructor(s).			
Available library resources.			
Available lab resources.			

8A. Please indicate if any of the following factors interfered with your studies. CHECK AS MANY AS MAY APPLY.

Work schedule (e.g. swing/rotating shifts).	
Family responsibilities.	
Child care.	
Insufficient education background to meet course(s) requirements.	
Lack of confidence in my ability to complete the course(s).	
Lack of interest in course material.	
Too tired to attend classes.	
Poor facilities.	
Inadequate instructional materials.	
Didn't like the way in which the course was delivered.	
Other, please specify.	

9A. Please indicate if you received any of the following types of assistance and your level of satisfaction with the help you received. CHECK AS MANY AS MAY APPLY.

	Yes	No	Very Satisfied	Somewhat Satisfied	Not Satisfied
Course registration.					
Updating school records.					
Academic counselling.					
Personal counselling.					
Improving study skills.					
Career planning.					
Other, please specify.					

COMMENTS. Please add your comments about how the adult high school program could be improved in your community.

_____

_____

_____

10A. Please indicate if you have ever received any financial assistance while taking a high school course. CHECK AS MANY AS MAY APPLY.

From employer.	
Canada Employment and Immigration (Manpower).	
Vocational Rehabilitation.	
Department of Indian Affairs.	
General Welfare.	
Family Benefits (Mother's Allowance).	
Never received any financial assistance for taking a course.	
Other, please specify.	

11A. Are there any high school CREDIT courses in any of the following areas which you would like to take, but have not done so to date? CHECK AS MANY AS MAY APPLY.

English.	
French.	
Mathematics.	
Science courses (Biology, Physics, Chemistry, etc.).	
Social Science courses (sociology, history, geography, etc.).	
Vocational courses (small engine repair, electrical wiring, etc.).	
Computer Word-Processing.	
Computer Graphics.	
Computer Programming.	
Other, please specify.	

12A. Are there any high school NON-CREDIT special-interest courses which you would like to take, but have not done so to date? PLEASE LIST.

1. _____

2. _____

3. _____

THANK YOU FOR YOUR TIME AND CO-OPERATION IN FILLING OUT THIS QUESTIONNAIRE. THE INFORMATION THAT YOU PROVIDED MAY ASSIST IN IMPROVING ACCESS TO EDUCATION OPPORTUNITIES FOR PEOPLE IN YOUR COMMUNITY.

CONTACT NORTH/CONTACT NORD

Northern Ontario Distance Education Survey

SUPPLEMENT FORM B - COMMUNITY COLLEGE COURSES

Please fill out this form if you have taken either credit or non-credit college courses.

1B. Please describe how you took college courses. CHECK AS MANY AS MAY APPLY.

	Yes	No	Credit Courses	Non-Credit Courses
Through a distance education college program.				
Continuing education offered at a local college campus.				
Through Adult Training Programs.				
Other, please specify.				

2B. How did you learn about the college courses that you have taken? CHECK AS MANY AS MAY APPLY.

Community public information meetings.	
Advertised in the _____ newspaper. (Please specify.)	
Advertised in the _____ television station. (Please specify.)	
Advertised in the _____ radio station. (Please specify.)	
Posters hung in the post office, recreation hall, store, etc.	
Pamphlet or brochure received in the mail.	
By inquiring at the local college campus.	
Other, please specify.	

3B. How many college courses have you completed?

_____ courses.

4B. Were there other college courses you have taken, but have NOT completed?

Yes	
No	

If yes, can you briefly tell us what were the major obstacles for not completing the course(s).

_____

_____

_____

5B. When did you last take any college course(s)?

1987/88 academic year.	
1986/87 academic year.	
1985/86 academic year.	
Other, please specify.	

6B. Please check the **ONE BEST ANSWER** which best describes your reason for enrolling in the most recent college course(s) you have taken?

Working toward a college diploma.	
Because the course(s) was required for my current employment.	
Upgrading for current employment.	
To improve job opportunities.	
For interest only.	
Something to occupy my time.	
An opportunity to meet people.	
To be with friends.	
Other, please specify.	

7B. Please indicate your level of satisfaction with each of the following factors as they pertain to the college course(s) you have taken.

	Very Satisfied	Somewhat Satisfied	Not Satisfied
Cost.			
Location.			
Time course offered.			
Course content.			
Instructor(s).			
Available library resources.			
Available lab resources.			

8B. Please indicate if any of the following factors interfered with your studies. **CHECK ALL ANSWERS THAT APPLY.**

Work schedule (e.g. swing/rotating shifts).	
Family responsibilities.	
Child care.	
Insufficient education background to meet course(s) requirements.	
Lack of confidence in my ability to complete the course(s).	
Lack of interest in course material.	
Too tired to attend classes.	
Poor facilities.	
Inadequate instructional materials.	
Didn't like the way in which the course was delivered.	
Other, please specify.	

9B. Please indicate if you received any of the following types of assistance and your level of satisfaction with the help you received. **CHECK AS MANY AS MAY APPLY.**

	Yes	No	Very Satisfied	Somewhat Satisfied	Not Satisfied
Admission Requirements.					
Application Procedures.					
Course registration.					
Course withdrawals.					
Updating academic records/transcripts.					
Academic counselling.					
Personal counselling.					
Improving study skills.					
Career planning.					
Other, please specify.					

COMMENTS. Please add your comments about how the community college program could be improved in your community.

_____

_____

_____

10B. Please indicate if you have ever received any financial assistance while taking a college course. **CHECK AS MANY AS MAY APPLY.**

From employer.	
Employment and Immigration (Manpower).	
Vocational Rehabilitation.	
Department of Indian Affairs.	
O.S.A.P. (Ontario Student Assistance Program).	
General Welfare.	
Family Benefits (Mother's Allowance).	
Never received any financial assistance for taking a course.	
Other, please specify.	

11B. Are there any college **CREDIT** programs in which you would like to take course(s)? The general program headings are listed below. Please see your interviewer for a more detailed index of programs of study. Please fill in beside the appropriate heading any course(s) of special interest to you.

Applied Arts. _____	
Health Sciences. _____	
Business & Communication. _____	
Technology. _____	
Adult Training Programs. _____	
Outreach Programs. _____	
Other, please specify.	

12B. Are there any college **NON-CREDIT** special-interest course(s) which you would like to take, but have not done so to date? **PLEASE LIST.**

1. _____

2. _____

3. _____

THANK YOU FOR YOUR TIME AND CO-OPERATION IN FILLING OUT THIS QUESTIONNAIRE. THE INFORMATION THAT YOU PROVIDED MAY ASSIST IN IMPROVING ACCESS TO EDUCATION OPPORTUNITIES FOR PEOPLE IN YOUR COMMUNITY.

CONTACT NORTH/CONTACT NORD

Northern Ontario Distance Education Survey

SUPPLEMENT FORM C - UNIVERSITY COURSES

Please fill out this form if you have taken either credit or non-credit university courses.

1C. Please describe how you took university courses. **CHECK AS MANY AS MAY APPLY.**

	Yes	No	Credit Courses	Non-Credit Courses
Through classes with on-site instructors.				
Via T.V. Ontario.				
Through correspondence from _____ University. (Please specify.)				
Through audio/visual cassette plus instruction by telephone from _____ University.				
Other, please specify.				

2C. How did you learn about the university courses that you have taken? **CHECK AS MANY AS MAY APPLY.**

Community public information meetings.	
Advertised in the _____ newspaper. (Please specify.)	
Advertised in the _____ television station. (Please specify.)	
Advertised in the _____ radio station. (Please specify.)	
Posters hung in the post office, recreation hall, store, etc.	
Pamphlet or brochure received in the mail.	
By contacting the university.	
Other, please specify.	

3C. How many university courses have you completed?

_____ course(s).

4C. Were there other university courses you have taken, but have NOT completed?

Yes	
No	

If yes, can you briefly tell us what were the major obstacles for not completing the course(s).

_____

_____

_____

5C. When did you last take any university course(s)?

1987/88 academic year.	
1986/87 academic year.	
1985/86 academic year.	
Other, please specify.	

6C. Please check the **ONE BEST ANSWER** which best describes your reason for enrolling in the most recent university course(s) you have taken.

Working toward a university diploma.	
Working toward a bachelors degree.	
Working toward a graduate degree.	
Because the course(s) was required for my current employment.	
Upgrading for current employment.	
To improve job opportunities.	
For interest only.	
Something to occupy my time.	
An opportunity to meet people.	
To be with friends.	
Other, please specify.	

7C. Please indicate your level of satisfaction with each of the following factors as they pertain to the university course(s) you have taken.

	Very Satisfied	Somewhat Satisfied	Not Satisfied
Cost.			
Location.			
Time course offered.			
Course content.			
Instructor(s).			
Available library resources.			
Available lab resources.			

8C. Please indicate if any of the following factors interfered with your studies. **CHECK AS MANY AS MAY APPLY.**

Work schedule (e.g. swing/rotating shifts).	
Family responsibilities.	
Child care.	
Insufficient education background to meet course(s) requirements.	
Lack of confidence in my ability to complete the course(s).	
Lack of interest in course material.	
Too tired to attend classes.	
Poor facilities.	
Inadequate instructional materials.	
Didn't like the way in which the course was delivered.	
Other, please specify.	

9C. Please indicate if you received any of the following types of assistance and your level of satisfaction with the help received. **CHECK AS MANY AS MAY APPLY.**

	Yes	No	Very Satisfied	Somewhat Satisfied	Not Satisfied
Admission Requirements.					
Application Procedures.					
Course registration.					
Course withdrawal.					
Updating academic records/transcripts.					
Academic counselling.					
Personal counselling.					
Improving study skills.					
Career planning.					
Other, please specify.					

COMMENTS. Please add your comments about how the university program could be improved in your community.

_____

_____

_____

_____

10C. Please indicate if you have ever received any financial assistance while taking a university course. **CHECK AS MANY AS MAY APPLY.**

From employer.	
Employment and Immigration (Manpower).	
Vocational Rehabilitation.	
Department of Indian Affairs.	
O.S.A.P. (Ontario Student Assistance Program).	
General Welfare.	
Family Benefits (Mother's Allowance).	
Never received any financial assistance for taking a course.	
Other, please specify.	

11C. Are there any university **CREDIT** programs in which you would like to take course(s)? **CHECK AS MANY AS MAY APPLY.**

Business Administration.	
Education.	
Engineering.	
Forestry.	
Library Technology.	
Nursing.	
Outdoor Recreation.	
Physical Education.	
Social Work.	
Sciences.	
Arts - Social Sciences and Humanities.	
Fine Arts.	
Graduate program in Education.	
Graduate program in Sciences.	
Graduate program in Arts.	
Professional Upgrading for Teachers.	
Professional Upgrading for Social Workers.	
Professional Upgrading for Nurses.	
Professional Upgrading for Engineers.	
Professional Upgrading for Foresters.	
Other, please specify.	

12C. Are there any university **NON-CREDIT** special interest course(s) which you would like to take, but have not done so to date? **PLEASE LIST.**

1. _____

2. _____

3. _____

THANK YOU FOR YOUR TIME AND CO-OPERATION IN FILLING OUT THIS QUESTIONNAIRE. THE INFORMATION THAT YOU PROVIDED MAYL ASSIST IN IMPROVING ACCESS TO EDUCATION OPPORTUNITIES FOR PEOPLE IN YOUR COMMUNITY.

CONTACT NORTH/CONTACT NORD

Northern Ontario Distance Education Survey

SUPPLEMENT FORM D - ADULTS WITHOUT COURSES

Please fill out this form if you have NOT taken any high school, college, or university credit or non-credit courses since you were eighteen years of age.

1D. Please select **THE ONE MOST IMPORTANT REASON** why you have not taken any additional formal education courses as an adult.

There are no opportunities in my community for adults to take courses.	
I am not interested in taking more formal education courses.	
I never have enough time to take courses.	
It is too difficult to find adequate child care.	
There have never been any courses offered that were of interest to me.	
I am afraid to go back to school and take more courses.	
I never liked going to school and studying.	
Courses are not offered in the language I understand.	
Other, please specify.	

2D. Do you think that you might consider taking adult education courses in the future?

Yes	
No	

If yes, in which language would you prefer courses to be delivered?

English	
French	
Other, please specify.	

IF YOU ANSWERED NO, PLEASE GO TO QUESTION 12D.

3D. **IF YOU ANSWERED YES TO QUESTION NUMBER 2D**, why are you now interested in taking these courses? **CHECK AS MANY AS MAY APPLY.**

Working toward a high school diploma.	
Working toward a college diploma.	
Working toward a university diploma.	
Working toward a bachelors degree.	
Working toward a graduate degree.	
Because the course(s) was required for my current employment.	
Upgrading for current employment.	
To improve job opportunities.	
For interest only.	
Something to occupy my time.	
An opportunity to meet people.	
To be with friends.	
Other, please specify.	

4D. **IF YOU ANSWERED YES TO QUESTION NUMBER 2D**, at what educational level would you be interested in taking the courses? **CHECK AS MANY AS MAY APPLY.**

	Yes	No	Credit	Non-credit	Both	Undecided
High school.						
College.						
University.						

5D. **IF YOU ANSWERED YES TO HIGH SCHOOL CREDIT COURSES**, in which of the following areas would you like to take courses? **CHECK AS MANY AS MAY APPLY.**

English.	
French.	
Mathematics.	
Science courses (Biology, Physics, Chemistry etc.).	
Social Science courses (sociology, history, geography etc.).	
Vocational courses (small engine repair, electrical wiring etc.).	
Computer Word-Processing.	
Computer Graphics.	
Computer Programming.	
Other, please specify.	

6D. **IF YOU ANSWERED <u>YES</u> TO HIGH SCHOOL NON-CREDIT COURSES,** please list the type of special-interest courses which you would like to take, but have not done so to date.

1. _____

2. _____

3. _____

7D. **IF YOU ANSWERED <u>YES</u> TO COLLEGE CREDIT COURSES,** in what type of program would you like to take courses? The general program headings are listed below. See your interviewer for a more detailed index of programs of study. Please fill in beside the appropriate heading any programs of special interest to you.

Applied Arts. _____	
Health Sciences. _____	
Business & Communication. _____	
Technology. _____	
Adult Training Programs.	
Outreach Programs.	
Other, please specify.	

8D. **IF YOU ANSWERED <u>YES</u> TO COLLEGE NON-CREDIT COURSES,** please list the type of special-interest courses which you would like to take, but have not done so to date.

1. _____

2. _____

3. _____

9D. **IF YOU ANSWERED YES TO UNIVERSITY CREDIT COURSES,** in what type of program would you like to take courses?

Business Administration.	
Education.	
Engineering.	
Forestry.	
Library Technology.	
Nursing.	
Outdoor Recreation.	
Physical Education.	
Social Work.	
Sciences.	
Arts - Social Sciences and Humanities.	
Fine Arts.	
Graduate program in Education.	
Graduate program in Sciences.	
Graduate program in Arts.	
Professional Upgrading for Teachers.	
Professional Upgrading for Social Workers.	
Professional Upgrading for Nurses.	
Professional Upgrading for Engineers.	
Professional Upgrading for Foresters.	
Other, please specify.	

10D. **IF YOU ANSWERED YES TO UNIVERSITY NON-CREDIT COURSES,** please list the type of special-interest courses which you would like to take, but have not done so to date.

1. _____

2. _____

3. _____

11D. Please indicate the manner in which you would most prefer to take adult education course(s). **IN ORDER OF PREFERENCE PLEASE RANK YOUR FIRST THREE CHOICES, YOUR FIRST CHOICE AS 1, YOUR SECOND CHOICE AS 2 AND YOUR THIRD CHOICE AS 3.**

Regularly scheduled day classes with an on-site instructor.	
Regularly scheduled evening classes with an on-site instructor.	
2-3 day workshops scheduled on weekdays.	
2-3 day workshops scheduled on weekends.	
Video cassettes with supplementary written material.	
Audio cassettes with supplementary written material.	
Via television with supplementary written material.	
Correspondence with written material only.	
On the job training.	
Computer conferencing with supplementary written material.	
Other, please specify.	

12D. **IF YOU ANSWERED NO TO QUESTION 2D, - THAT YOU ARE NOT INTERESTED IN ADULT EDUCATION, -** please indicate why this is your decision. **PLEASE CHECK THE ONE BEST ANSWER.**

I am satisfied with the amount of formal education that I have.	
I can't afford course fees.	
I can't afford child care.	
I have too many other commitments.	
I don't feel confident about my ability to take a course after so many years away from school.	
Other, please specify.	

COMMENTS. Are there any additional comments that you would like to make about adult education?

_____

_____

_____

_____

THANK YOU FOR YOUR TIME AND CO-OPERATION IN FILLING OUT THIS QUESTIONNAIRE. THE INFORMATION THAT YOU PROVIDED MAY ASSIST IN IMPROVING ACCESS TO EDUCATION OPPORTUNITIES FOR THE PEOPLE IN YOUR COMMUNITY.